Accountability Workbook

Illinois State Board of Education
June 17, 2003
as revised May 2004

PART I
Summary of Required Elements for State Accountability Systems

For each of the elements listed in the following chart, states should indicate the current implementation status in their state using the following legend:

F: *State has a final policy, approved by all the required entities in the state, for implementing this element into its accountability system.*

Summary of Implementation Status of Required Elements for State Accountability Systems

Status	State Accountability System Element
	Principle 1. All Schools
F	1.1 Accountability system includes all schools and districts in the state.
F	1.2 Accountability system holds all schools to the same criteria.
F	1.3 Accountability system incorporates the academic achievement standards.
F	1.4 Accountability system provides information in a timely manner.
F	1.5 Accountability system includes report cards.
F	1.6 Accountability system includes rewards and sanctions.
	Principle 2. All Students
F	2.1 The accountability system includes all students.
F	2.2 The accountability system has a consistent definition of full academic year.
F	2.3 The accountability system properly includes mobile students.
	Principle 3. Method of AYP Determinations
F	3.1 Accountability system expects all student subgroups, public schools and districts to reach proficiency by 2013-14.
F	3.2 Accountability system has a method for determining whether student subgroups, public schools and districts made Adequate Yearly Progress (AYP).
F	3.2a Accountability system establishes a starting point in calculating AYP.
F	3.2b Accountability system establishes statewide annual measurable objectives.
F	3.2c Accountability system establishes intermediate goals for determining AYP.
	Principle 4. Annual Decisions
F	4.1 The accountability system determines annually the progress of schools and districts.
	Principle 5. Subgroup Accountability
F	5.1 The accountability system includes all the required student subgroups.
F	5.2 The accountability system holds schools and districts accountable for the progress of student subgroups.

F	5.3 The accountability system includes students with disabilities.
F	5.4 The accountability system includes limited English proficient students.
F	5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6 The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and districts are making progress on the basis of disaggregated subgroups.
Principle 6. Based on Student Assessments	
F	6.1 Accountability system is based primarily on academic assessments.
Principle 7. Additional Indicators	
F	7.1 Accountability system includes graduation rate for high schools.
F	7.2 Accountability system includes an additional academic indicator for elementary and middle schools.
F	7.3 Additional indicators are valid and reliable.
Principle 8. Separate Decisions for Reading and Mathematics	
F	8.1 Accountability system holds students, schools, and districts separately accountable for reading/language arts and mathematics.
Principle 9. System Validity and Reliability	
F	9.1 Accountability system produces reliable decisions.
F	9.2 Accountability system produces valid decisions.
F	9.3 State has a plan for addressing changes in assessment and student population.
Principle 10. Participation Rate	
F	10.1 Accountability system has a means for calculating the rate of participation in the statewide assessment.
F	10.2 Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools.

[eliminated the footnote reference to the bills that were not enacted as of June 2003]

SECTION A. THE ILLINOIS ADEQUATE YEARLY PROGRESS (AYP) MODEL AND METHOD

States are responsible for holding schools and local educational agencies (districts) accountable for student performance on and participation in state assessments in at least reading/language arts (consistent with state standards) and mathematics. States must use assessment data from assessments administered for 2001-02 school year to establish the system baseline, and must use their data to make AYP decisions in 2002-03 (and thereafter).

A1. DOES THE STATE HAVE, AT A MINIMUM, A DEFINITION OF AT LEAST THREE STUDENT ACHIEVEMENT LEVELS (BASIC, PROFICIENT, AND ADVANCED) IN READING/LANGUAGE ARTS AND MATHEMATICS (ELEMENT 1.3)?

A1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As stated in the original workbook, Illinois employs four levels of student achievement, as outlined. Tables 2 and 3 in the **original** workbook delineate this in detail.

Table 1. Levels of Student Achievement

Illinois	**Equivalent to *NCLB*/NAEP**
Exceeds Standards	Advanced
Meets Standards	Proficient
Below Standards	Basic
Academic Warning	(Below Basic)

State law has been changed to amend Section 2-3.64 of the School Code. The bill would add language to clarify that, for assessment and accountability purposes, "all pupils" includes those pupils enrolled in any public setting (see HB 2352 in Attachment A).

A2. IS THE STATE'S DEFINITION OF ADEQUATE YEARLY PROGRESS BASED PRIMARILY ON ACADEMIC ASSESSMENTS (ELEMENT 6.1)?

A2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

For each grade and content area, indicate the assessment the state currently uses for 2002-2003 AYP decision (CRT, NRT, augmented NRT (aNRT), local).

Illinois is using the Illinois Standards Achievement Test (ISAT) at grades 3, 5, and 8; the Prairie State Achievement Examination (PSAE) at grade 11; the Illinois Alternate Assessment (IAA) at grades 3, 5, 8, and 11; and the Illinois Measure of Annual Growth in English (IMAGE) at grades 3, 5, 8, and 11; and the grade 2 assessment (Terra Nova) in reading and mathematics. The grade 2 assessment is for Title I schools that have grade 2 as the highest grade.

Table 2. Current Grade Levels Tested in Illinois

	Current Grade Levels Tested						
	3	4	5	6	7	8	HS
ELA	**X**		**X**			**X**	**X**
Math	**X**		**X**			**X**	**X**

For what grades and content areas are any alternate assessments for students with disabilities available?

The IAA is available at grades 3, 5, 8, and 11 to assess reading and mathematics.

For what grades and content areas are any native language assessments for limited English proficient students available?

The IMAGE is available at grades 3, 5, 8, and 11 to assess reading, writing, and mathematics. This is an accommodated test given in English.

A3. HOW DOES THE STATE AGGREGATE DATA FROM ITS ACADEMIC ASSESSMENTS FOR THE PURPOSE OF CALCULATING AYP (ELEMENTS 3.1, 3.2, & 8.1)?

A3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall describe its methodological approach for calculating AYP, provide justification for its methodological choices, and evidence that it calculated AYP according to the specifications outlined in Section 1111 of NCLB and Sections 200.13-200.21 of the Final Accountability Regulations. (Element 8.1).

For a given school or school district, the percentage of scores that meet or exceed state standards for both reading and mathematics is calculated across all state assessments and across all grades in which reading and mathematics are assessed. Currently, there are five state assessments that are part of the AYP calculations. The state assessments were described in A2. The IMAGE is for limited English proficient students who have been in a bilingual program for fewer than three years. The IAA is for individuals with disabilities when the regular assessments are not appropriate for them. The grade 2 assessment is for Title I schools that have grade 2 as the highest grade. A single *percent meets* plus *exceeds* standards score is derived from the tests separately for reading and mathematics, and are also reported separately. Reading and mathematics are assessed in grades 2 (if it is the highest grade), 3, 5, 8, and 11.

In order for a school or district to be determined as making AYP, three conditions must be met:

1. All subgroups and aggregate groups must test, at a minimum, 95 percent of its students in both reading and mathematics.
2. All subgroups (meeting or exceeding the minimum size of 40) and aggregate groups must meet the annual measurable objectives in the percentage of scores that meet

or exceed state standards for reading and mathematics. Schools must meet or exceed standards in the same content area (reading (03) to reading (04)) in order to make AYP. Therefore, a school or district that fails to make AYP for two consecutive years in the same content area will be classified as being in need of improvement. Any subgroup that does not meet the annual measurable objective in reading or mathematics can make AYP for that subgroup by meeting the safe harbor requirements. Safe harbor targets are based on decreasing by 10% the percentage of scores that did not meet state standards from the previous year.

3. In the aggregate, schools must meet the threshold for graduation rate for high schools and attendance rate for elementary and middle schools.

How are reading/language arts and mathematics scores used in AYP determinations?

The Illinois AYP/accountability system as of 2003 will report out separately reading performance and mathematics performance, by subgroup, by school, and by district. AYP is a separate calculation for reading (pursuant to the *Illinois Learning Standards*) and mathematics for each subgroup (of sufficient size) for each public school. The same calculation process will be applied to determine district AYP status, commencing with the 2003 assessments.

Illinois will calculate separately for reading and for math the percentage of students tested who achieve the *meets* and *exceeds* levels, determine participation rates, apply the other indicator of graduation rate **or** of attendance rate, and, when necessary, employ the provision of safe harbor. The minimum size of the subgroups will be applied at the school and district levels.

If multiple tests or subscores are aggregated within a content area (e.g., writing, reading) how they are combined?

They are not aggregated.

Whether AYP determinations are made using the percentage of students scoring proficient (and above), an index, or some other method? If an index or other method is used, how are proficiency scores related to the AYP determination?

No index is used.

If and how does the State combine data across grades?

Data are combined.

If and how does the State combine data across years?

Data are not combined (except, of course, as used in safe harbor).

A4. DID THE STATE CALCULATE THE STARTING POINTS AS SPECIFIED IN SECTIONS 200.13-200.21 OF THE FINAL ACCOUNTABILITY REGULATIONS (ELEMENTS 3.1 & 3.2A)?

A4. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Describe the procedure used for calculating the starting points for reading/language arts and mathematics and enter in the table below the starting points in terms of percentage proficient and above (or index value) by content area and by grade span (if necessary).

To determine the starting points for reading and mathematics, the 2002 assessment data were analyzed. First, the percentage proficient in the school enrolling the 20th percentile of students was determined for reading and math. The percentage proficient for reading and math were 40.86% and 39.68%, respectively.

Second, the percentage proficient of the lowest performing subgroup in reading was determined to be 24.1% for limited English proficient students. For math, the percentage proficient of the lowest performing subgroup was determined to be 30.3% for individuals with disabilities. The starting points required under NCLB are the higher of the values of the two methods. Therefore, the State Board of Education in 2002 adopted use of the second methodology, and in early 2003, adopted 40% proficient as the starting points for all subgroups and schools for both reading and mathematics.

The state's annual measurable objectives are the same throughout the state for each public school, each district, and each subgroup of students (see Illini Plan, Attachment B).

A5. DID THE STATE CALCULATE THE ANNUAL MEASURABLE OBJECTIVES, AND INTERMEDIATE GOALS AS SPECIFIED IN SECTIONS 200.13-200.21 OF THE FINAL ACCOUNTABILITY REGULATIONS (ELEMENTS 3.1 & 3.2A)?

A5. STATE EVIDENCE AND STATE ACTIVITIES–ELEMENTARY LEVEL

What are the State's annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

As stated in Element 3.2a, according to the law, setting the *NCLB* "starting points" requires that two factors are considered: (a) the lowest performance of the nine subgroups in reading and mathematics, and (b) after sorting all schools by their performance, the school should be identified which accounts for the bottom 20% of all students. It is the performance of this school that matters for *NCLB*.

Next, the higher of the values found under (a) and (b) is to be taken as the starting point. The procedure is to be applied separately for reading and mathematics. The table below shows that this yields the value 40.86% for reading and 39.68% for mathematics.

Table 3. Starting Point in Illinois from 2002 Assessment Data

	Col. D										Col. M
Area	20% method	**All**	Amer. Ind.	Asian	Black	Hisp.	White	IEP	Low Inc.	LEP	Lowest group
Reading	40.86	59.3	59.2	68.5	36.8	37.1	72.2	27.4	38.4	24.1	24.1
Math	39.68	60.0	54.9	79.2	32.2	41.0	72.7	30.3	39.2	31.9	30.3

NCLB requires taking the higher of Col. D (Criterion 1) and M (the lowest performing group = Criterion 2)

For simplicity, an overall value of 40% was adopted by the State Board at its February 2003 meeting.

For all schools and subgroups the annual measurable objectives are shown in the Illini Plan (see Attachment B).

Enter the annual measurable objectives and intermediate goals through 2013-14 for elementary schools in the tables below. Distinguish annual measurable objectives from intermediate goals.

See the Illini Plan.

A5. STATE EVIDENCE AND STATE ACTIVITIES–MIDDLE/JR. HIGH SCHOOL LEVELS

What are the State's annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

See the Illini Plan. It is the same across grades.

A5. STATE EVIDENCE AND STATE ACTIVITIES–HIGH SCHOOL LEVEL

What are the State's annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

See the Illini Plan. It is the same across grades.

Do all intermediate goals increase in equal intervals?

Illinois acknowledges that the federal requirement in *NCLB* is for equal increments, so that by 2013-14 all students meet or exceed the *Illinois Learning Standards*. The Congressional intention using that language was to ensure that ***no*** state waited until near the end of the timeline and then expected enormous, unrealistic growth in the last two or three years. Illinois concurs with that intent and indeed echoes what is stated in Principle 3, "…*expectations for growth in student achievement that is continuous and substantial….*"

The Illini Plan (see Attachment B) demonstrates a modified version of the original document. This too reflects a reasoned approach that growth in student achievement at the beginning will be slow, that it will be difficult to make any huge achievement increases at the end, steady growth can be anticipated, and this achievement must occur over a sufficient amount of time.

In order to follow such a scientifically based approach, planning must occur; alignment with the state standards must occur; and staff must be of high quality, serve in-field, and be prepared for focused work in reading and mathematics with students of all ages. The local curriculum must not only be initiated, but implemented fully and then institutionalized consistent with the *Illinois Learning Standards*. It must be focused on "what works," and students and families must be ready for that focus. As the implementation of the *Illinois Learning Standards*, adopted in 1997, continues to increase and deepen, the projected growth is seen as feasible.

The task force and State Board of Education considered the verbal suggestion of May 8, 2003 to use two equal halves with unequal increments therein as the annual measurable objectives for student achievement for AYP. That would require placing three additional points from the second half into the first half of the years between 2003 and 2014. The task force and State Board were also cognizant of the language relating to E1 within this document [*The State shall identify the minimum values for acceptable levels of reliability/decision consistency and provide a rationale for this determination*] that allows for slight movement. Student assessment and AYP is not an exact science, as related previously in Section E1 of this document:

- *From Page 40 of the May 1, 2003, workbook:* It is possible to derive an approximate correction to arrive at a less biased decision rule. Although no formal derivation of this fact will be provided here, it follows that relaxing the *NCLB* requirements by about 3% will correct most of the bias.

- *From Page 41 of the May 1, 2003, workbook:* Using a fixed group size of N=40 has acceptable decision reliability. However, the rule is unfairly biased against borderline schools. Most of this bias can be removed by giving schools a 3% "benefit of the doubt." This entails that when the *NCLB* requires that X% of the students meet the *Illinois Learning Standards*, a value of (X-3) % will be used to judge the AYP in each of the subgroups.

Illinois believes very strongly that the earlier proposed Illini Plan made sense, within the given years, and met the Congressional intent of neither being stagnant nor waiting until the very end to increase dramatically in a couple years before 2014. The proposal met that intent, as well as the requirement for "continuous and substantial" growth within the context of a research-based approach.

The State Board ratified on May 13, 2003, to remain with the Illini Plan as configured in May 2003. However, the Assessment and Accountability Task Force has revisited the plan more recently, and advised the State Board on June 4, 2003, that a revised version (see Attachment B) can suffice, still finding it a reasonable approach that is not back-loaded with a significant amount of growth expected in the last couple of years. The State Board revisited this issue at the June 2003 meeting, and on June 17, 2003, adopted an Illini Plan with equal increments (see Appendix B).

A6. WHAT IS THE MINIMUM NUMBER OF STUDENTS ("MINIMUM N") THE STATE IS DEFINING AS A "GROUP" FOR REPORTING, ACCOUNTABILITY, AND PARTICIPATION PURPOSES (*ELEMENTS 5.5 & 5.6*)?

A6. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

What is the State's definition of the minimum number of students for reporting, accountability, and participation purposes? (Elements 5.5 & 5.6) What are the State's rationale, procedures, and evidence for the number?

In past reporting of performance information, Illinois used an N of less than 5. Local superintendents voiced their concerns that with this small of a number, the confidentiality of individual students was in question. Their opinion was that the number should be increased to at least 10.

The State Board of Education accepted the number of "40" as the minimum size for subgroups at its January 2003 meeting. Illinois will apply this number consistently across the state.

Table 4. Minimum and Maximum Numbers Applied to AYP Criteria

Minimum–N	*Number Set by State*
For reporting (to ensure privacy)	*10*
For AYP determination (for reliability)	*40*
For participation	*95%*

The 95% participation rate will be applied to all schools, including those that have fewer than 40 students as a composite number for reading and for math.

Rationale for AYP Group Size

Illinois performed extensive research to determine the minimum group size, including statistical criteria. The result of this research is that a fixed group size of 40 was adopted by the Assessment and Accountability Task Force. The extensive research that was performed to arrive at the rationale for this decision is outlined below.

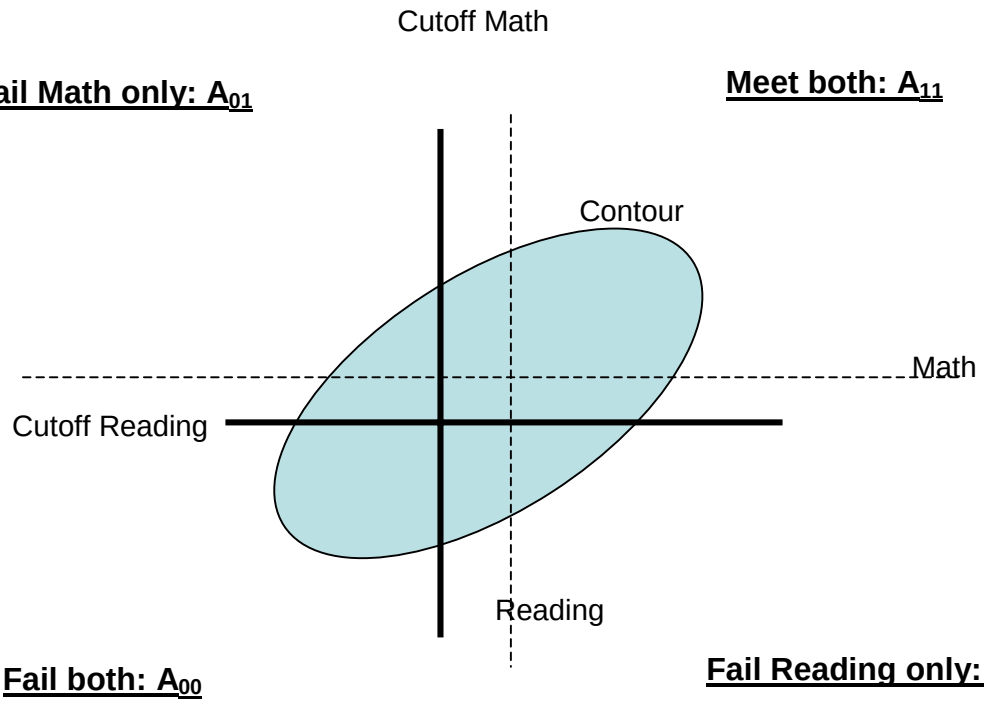
All school-level assessment results are subject to variation due to measurement error, as well as errors due to sampling fluctuations in the year-to-year "supply" of students. Assessing the efforts of these two variables using standard statistical methods is difficult as *NCLB* requires that 18 groups are to be considered simultaneously. To complicate matters, a student may be a member of multiple, overlapping subgroups, and results of the student's assessment are calculated in **each** subgroup. For example, minority students and FRL students tend to coincide disproportionately. The dependency is further increased by the fact that students' scores in reading and mathematics are highly correlated (about 0.80 across grades). These dependencies make it impossible to derive standard confidence intervals for each available group, even when corrections for multiple comparisons are introduced.

The above implies that a straightforward confidence interval approach had to be

abandoned, and instead we aimed to develop realistic statistical distributions of the number of subgroups making AYP or not making AYP. This approach explicitly takes into account the effects of measurement and sampling errors. Since standard statistical approaches cannot take measurement errors and subgroup overlap into consideration simultaneously, a bootstrap resampling approach was used.

Figure 1.

H_0: Compute volumes of bivariate normal



Bootstrap Approach

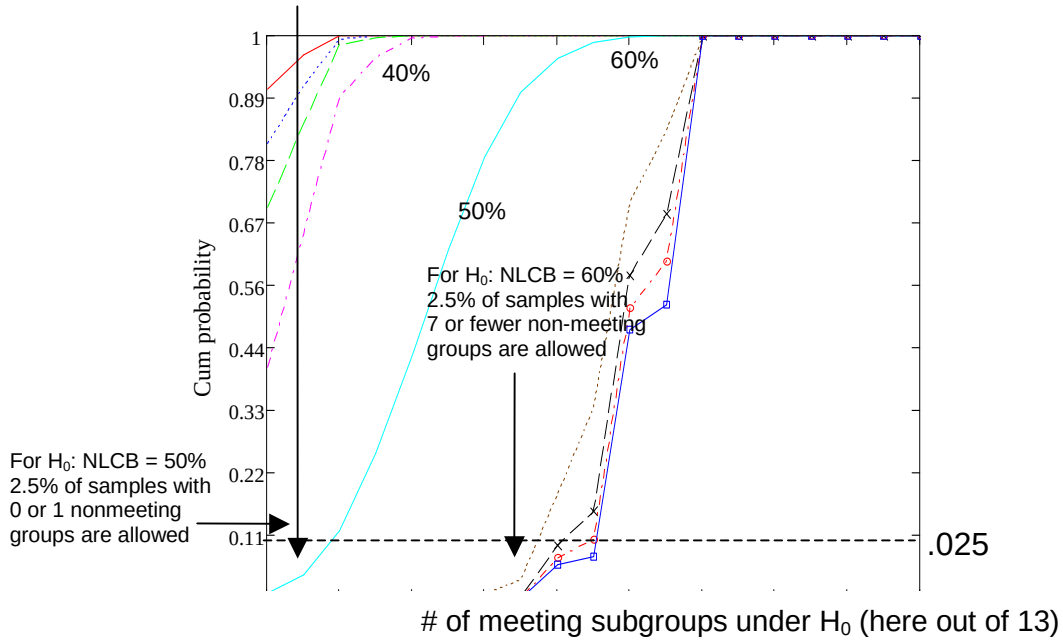
The major advantage of bootstrap resampling is that it does not require that the dependencies among the overlapping subgroups are modeled explicitly, as bootstrapping essentially recreates the sampling distribution that results from these dependencies. Since schools differ greatly in their compositions, it is not realistic to assume that all schools' results will follow the same distribution. For this reason, the bootstrap procedures were repeated for all Illinois schools separately–i.e., to accommodate its particular characteristics, each school was allowed to define its own universe or population.

Constructing the H_0 Distribution. The 2003 ISAT and PSAE data indicate that the Illinois reading and mathematics tests correlate about 0.80 statewide across grades, and that the joint distribution of the reading and mathematics scores is approximately bivariate

normal. It is thus possible to compute the probability that a particular student will meet the *Illinois Learning Standards* given a particular *NCLB* requirement. To obtain the proper H_0 for a particular *NCLB* required percentage of students to meet, it is assumed that all 18 groups barely meet the *NCLB* requirements. As is illustrated in Figure 1, this is achieved by changing the group means (dotted lines) relative to the cutoff points (solid lines). Identifying the appropriate cutoffs requires the computation of inverse z scores for the bivariate case, and this was achieved via a Mathcad program, which yielded values that are exact to within 0.01 SD.

Since no two schools are alike with respect to their exact student composition, it will be clear that this procedure must be repeated for each school and all students within each school. Therefore, for each school, the students' observed class memberships were taken into account during the resampling process (i.e., if a student were both black and FRL, then his or her data applied in both *NCLB* categories). Plausible values were obtained by assuming normally distributed posteriors based on the SE provided by the Rasch model.

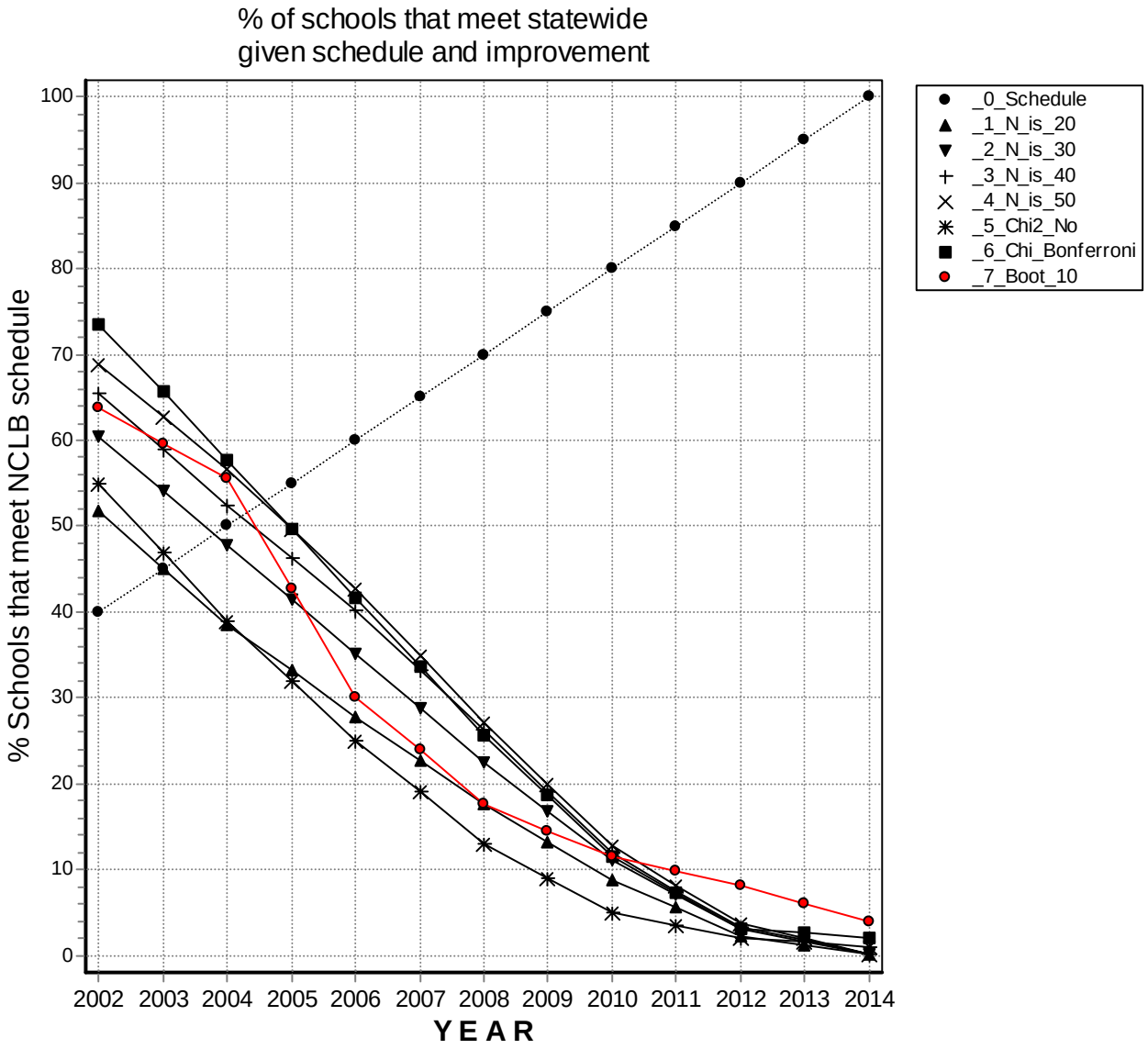
Figure 2. Cumulative H_0 distributions for one actual school
(pmeet = 10, 20, …, 90%, left to right)



H_0. The above yields distributions that describe the school-specific probabilities of observing 0, 1, 2…18 subgroups that make AYP given the tests' respective errors of measurement and the overlap among the various student subgroups. An actual example distribution is shown in Figure 2. To obtain acceptable precision for each Illinois school, a total of 10,000 bootstrap samples were used. To obtain CI_{95}, the upper and lower 2.5% regions of the H_0 distributions were designated as the "critical areas." This procedure was performed for *NCLB* requirements of 40%, 50%, 60%, 70%, 80%, and 90% of students meeting or exceeding.

H_1. To derive H_1, the procedure outlined for deriving H_0 is repeated using students' actual data. That is, each student in the bootstrap sample was assigned a plausible value (i.e., a test score) and this value was coded as "Meeting" or "Not Meeting." All groups to which the students belong were then updated, and when all students were processed, it was determined how many groups made AYP. As before, to achieve adequate precision, 10,000 bootstrap samples were used. The null hypothesis of "school makes AYP" was rejected whenever more than 2.5% of the runs yielded a number of AYP making groups that fell inside one of the critical regions discussed earlier. Naturally, as is illustrated by the various lines in Figure 3, the location of the interval varies with the *NCLB* requirement under consideration.

Figure 3.



Findings. The results of the bootstrapping procedure are shown in Figure 3, which plots the projected percentage of schools making AYP for *NCLB* requirements ranging from 40% to 100%. The graph includes lines for fixed group sizes ranging from 20 to 50, as well as CI derived via chi-square tests–with or without Bonferroni correction. Most importantly, it can be seen that the bootstrap results agree largely with those obtained for a fixed group size of 40.

Since bootstrapping is arguably the most valid approach, the classifications resulting from the other classifications were correlated with those produced by the bootstrap method. As is shown in Figure 4, the bootstrap correlates higher with fixed group methods as group-size increases (see left side of figure). Rather surprisingly, the standard confidence interval approaches (right side of figure) do not perform as well, and

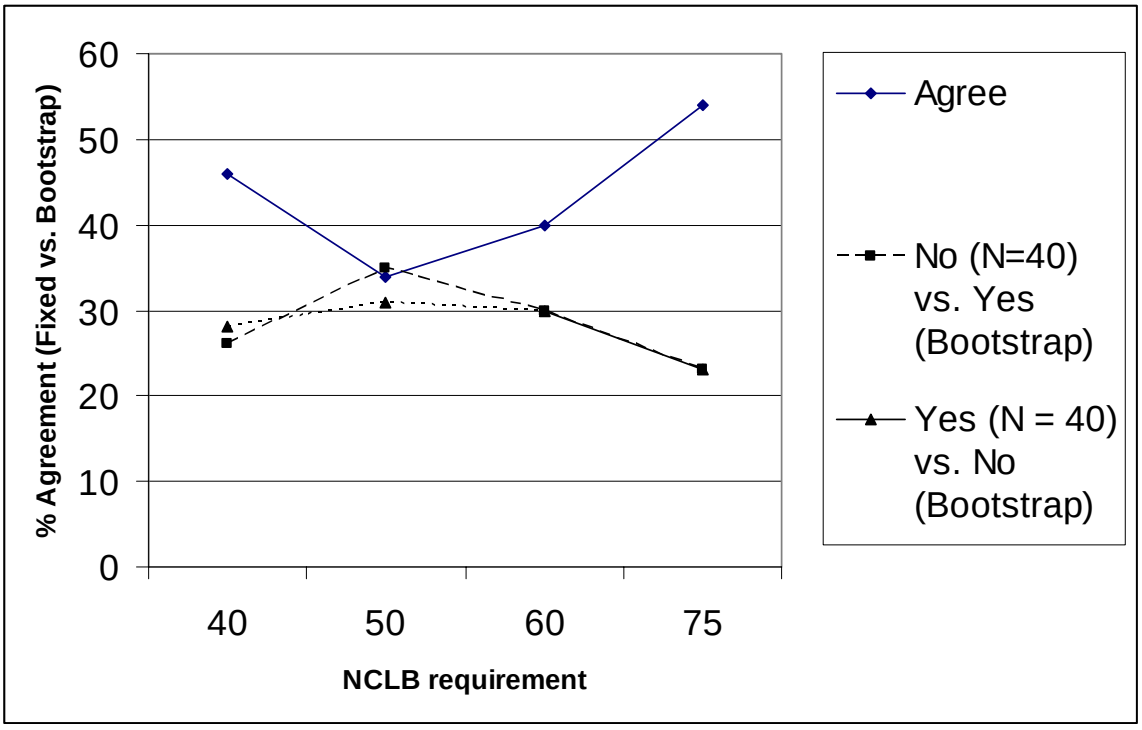
there appears to be little reason to use such confidence interval approaches.

Figure 4.

NCLB requirement	Min Group Size						Chi-square approaches	
	20	30	40	50	60	75	With Bonf	Without Bonf
40	0.29	0.28	0.29	0.29	0.29	0.29	0.29	0.28
50	0.57	0.63	0.66	0.68	0.70	0.71	0.63	0.56
60	0.47	0.50	0.50	0.51	0.52	0.52	0.49	0.47
80	0.40	0.41	0.43	0.43	0.43	0.43	0.44	0.43

The preceding conclusions are reinforced when the percentage of agreement among schools' classifications are computed. In particular, Figure 4 shows the percentage agreement among the classification obtained via the fixed N=40 decision rule and the bootstrap method for *NCLB* requirements of 40%, 50%, 60%, and 75% students meeting. Note that the agreement is lowest for *NCLB* requirements close to 50% and that it increases for greater values thereof.

Figure 5.

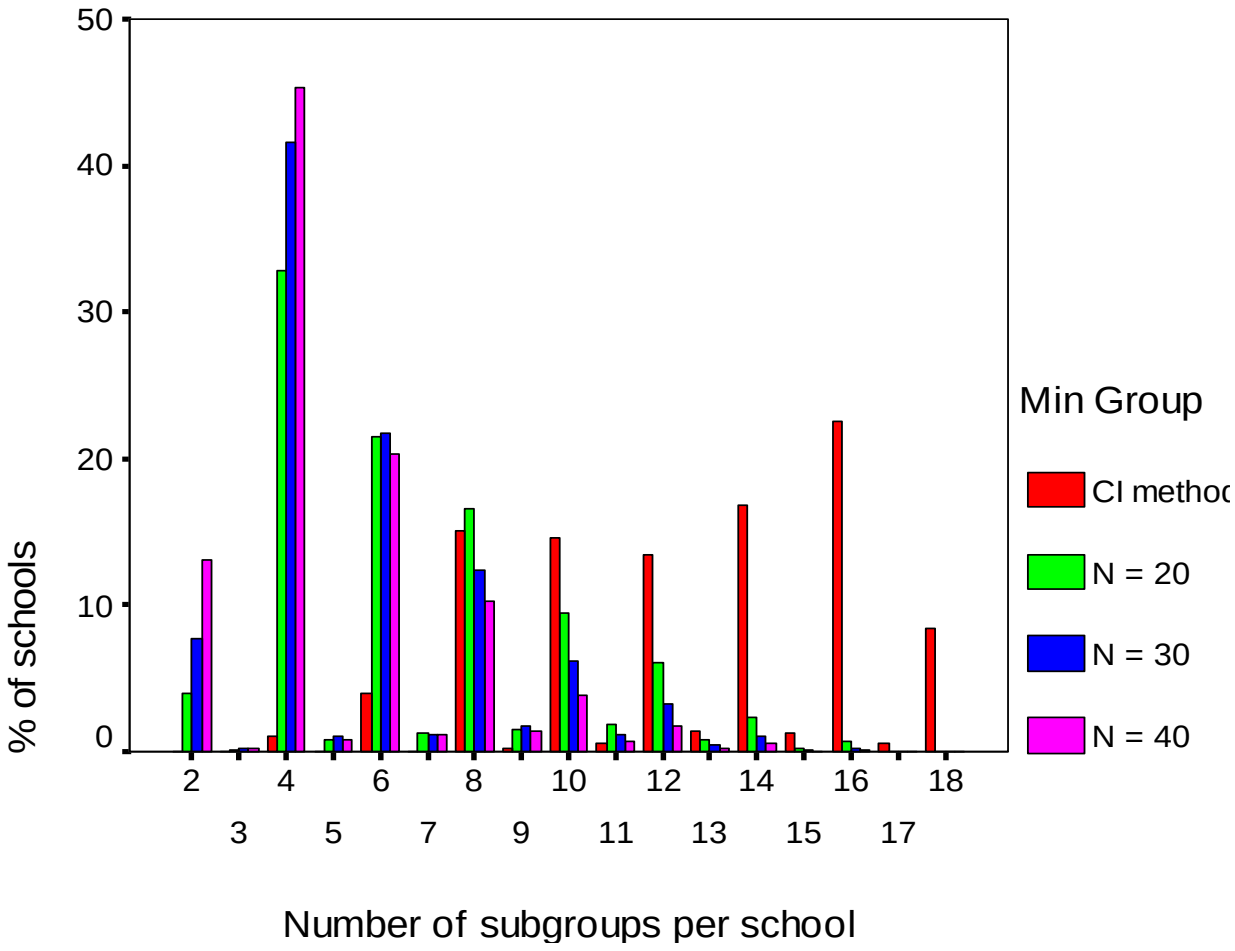


Conclusions

The above indicates that the bootstrap method agrees most closely with the results obtained for a fixed group size of 40. While the classifications produced by these two methods are not perfectly correlated, an approach based on a fixed group size of 40 is to be preferred for practical reasons.

- Explaining bootstrap methods to schools is probably very difficult and schools might question the validity of the entire *NCLB* approach.
- Although the bootstrap yields superior answers, this method is not very flexible for practical use. For instance, the results reported here required a tailor-made Delphi program consisting of about 2,000 lines of code. To make the program usable in general would require considerable additional effort.
- In addition, the bootstrap approach is extremely time-consuming. For instance, the current analyses required well over one whole day of computer operation.
- By its very nature, the bootstrap approach relies on simulations using random numbers. Thus, in "close" cases, the outcome of the bootstrap method may vary from run to run. It seems doubtful that schools would tolerate the uncertainty of such outcomes.

Figure 6.



Impact

Given that a fixed group size is selected, we computed the number subgroups that will be excluded or included in the decisions concerning schools' AYP. As is shown in Figure 6, a fixed group size of 40 clearly leads to the inclusion of fewer groups than would the selection of a smaller group size. However, as with other group sizes, it is still true that most schools will be judged based on the performance of two student subgroups. This information was presented to the Assessment and Accountability Task Force and the State Board of Education. The subgroup size of 40 was duly adopted by the Board.

A7. HOW DOES THE STATE MAKE ADEQUATE YEARLY PROGRESS DETERMINATIONS FOR BOTH "STATUS" AND "SAFE HABOR" APPROACHES (ELEMENTS 3.1-3.2B)?

A7. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Incorporating all of the information presented above in Sections A1-A6, the State shall present a discussion of its procedures, rationale, and evidence for determining which public schools and district have made or missed their AYP "status" targets.

For a given school or district, the percentage of scores that meet or exceed state standards for both reading and math is calculated across all state assessments and across all grades in which reading and math are assessed. Currently, there are four general assessments and one specific state assessment that are part of the AYP calculation. A single percentage *meets* plus *exceeds* standards score is derived from the five tests separately for reading and math, and are also reported separately. Reading and math are assessed in grades 2 (if it is the highest grade and a Title I school), 3, 5, 8, and 11 (see charts on assessments, Attachment C*)*.

To meet AYP requirements under *NCLB* in Illinois, schools must meet three criteria. If schools or districts have student subgroups that do not meet the second requirement below, they can avoid consequences by showing a 10% improvement within the subgroup(s) over the previous year. They must still meet the first and third requirements.

- All subgroups and aggregate groups must test, at a minimum, 95% of its students in both reading and mathematics.
- For reading and mathematics, for all student subgroups (meeting or exceeding the minimum size of 40) and in the aggregate, schools and districts must meet annual targets set by the state for the percentage of scores meeting or exceeding state standards as measured by the state assessments.
- In the aggregate, schools must meet the minimum annual objective for graduation rate for high schools and for attendance rate for non-high schools:
  - For high schools: In February 2003, the State Board adopted graduation rate as the additional academic indicator, as required by *NCLB*.
  - For elementary and middle schools: In February 2003, the State Board adopted attendance rate as the additional academic indicator.

Incorporating all of the information presented above in Sections A1-A6, the State shall

present a discussion of its procedures, rationale, and evidence for determining which schools and districts have made or missed their AYP "safe harbor" goals.

AYP decisions for each public school are made annually. The current AYP system incorporates annual student achievement scores for students in regular public schools–standards, assessments, report cards. Annual school improvement status is stated on each report card as of 2002. The new definition of school districts as outlined in Public Acts 93-426 and 93-470 incorporates all public schools (e.g., special education cooperatives and the Illinois School for the Deaf).

"Safe harbor" will be used in calculations of AYP as of 2003. At the high school level, graduation rate will be used as the additional academic indicator. At the elementary and middle grade level, the State Board of Education has adopted the use of attendance rate as the academic indicator.

A8. WHEN DOES THE STATE MAKE ADEQUATE YEARLY PROGRESS DETERMINATIONS (ELEMENTS 1.4 & 4.1)?

A8. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall present evidence showing that AYP decisions and notification about improvement status are made prior to the beginning of the next school year.

Illinois provides information/decisions about AYP in time for school districts to implement the required provisions before the beginning of the next academic year.

Illinois student assessments are currently administered between March and May for all four components of the system and the allowed make-up tests. Preliminary test scores in terms of AYP were reported to local districts in July 2002. Those districts that had schools on the 2001 Academic Early Warning List were reported out first, with telephone calls made to such districts between July 12 and July 15 advising them of the status of their schools having to offer public school choice or not (for the first time).

The State shall present evidence showing that supplemental educational service providers have been approved.

The Illinois State Board of Education approved providers in December 2002 (see the approved list at http://www.isbe.net/nclb/pdfs/sesprovider.pdf). The Web site also displays the application now available, seeking additional providers (http://www.isbe.net/nclb/pdfs/sespapp.pdf). Additional providers are approved on a regular basis by the State Board of Education and posted on the Web site.

The State shall present evidence showing that AYP decisions are made on an annual basis.

The Illinois annual report cards reflect annual assessment scores and AYP decisions.

SECTION B. ADDITIONAL INDICATORS

States are responsible for holding schools accountable for performance on additional academic indicators. States must use high school graduation rates at the high school level and other indicators at the elementary and middle levels. Section B is designed to evaluate states' evidence related to the use of high school graduation rate and these other academic indicators in the calculation of AYP.

B1. WHAT IS THE STATE DEFINITION FOR THE PUBLIC HIGH SCHOOL GRADUATION RATE (ELEMENT 7.1)?
B1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Please provide a description of the methodology for the choice of method for calculating the graduation rate in your state. Additionally, please provide the student graduation rate for the 2001-2002 school year in the aggregate and for each subgroup identified in Section 1111(b)(2)(C)(v). Illinois already has a definition for public high school graduation rate. As stated in the Consolidated State Application in June 2002, the graduation rate used in Illinois is derived using the cohort method (i.e., the percentage of grade 9 students remaining until graduation). The School Report Card data collection effort has been modified to allow for the disaggregation of graduation rate by the major racial/ethnic categories [which will include a multi-racial/ethnic group as of 2004], and by English language learning, low-income, students with disabilities, and migrant classifications. Details are delineated in the attached report cards. As requested via the peer review process, the following descriptors elaborate upon the earlier definition. ***Graduation Rate*** is the number of current year graduates divided by the number of freshman class four years previously, less students who transferred out, plus students who transferred in, multiplied by 100. It is essentially a cohort rate. Graduation rate = (B / (A – C + D)) * 100 A. Freshman Class, i.e., the number of students enrolled for the first time in grade 9 four years ago, (e.g., freshman class enrollment in fall 1998). B. Graduates, i.e., the number of students who graduated in the current school year (e.g., July 2001 through June 2002). Graduates include ***only*** students who were awarded regular diplomas; students with GEDs and other nonregular completion certificates are ***not*** included. C. Transferred out, i.e., the number of students from the freshman class (A) who transferred to another school, or died, prior to graduation. D. Transferred in, i.e., the number of graduates from among all the graduates (B) who were not members of the original freshman class (A). Included are students who transferred in from other schools in the last four years, and also students who graduated in fewer or more than four years. Since these students are counted in the numerator, they are also counted in the denominator to ensure that the graduation rate does not exceed 100%.

NOTE: Students from A who drop out, are expelled, or do not have enough credits to graduate, are not included in B, C, or D.

2001-02 Graduation rates

All Students	85.2%	White	89.2%
		Black	74.5%
Male	82.5%	Hispanic	74.7%
Female	87.9%	Asian/Pacific Islander	91.7%
		American Indian	73.9%
Limited English Proficient	69.9%	Migrant	31.1%
Students with Disabilities	69.1%	Economically Disadvantaged	80.2%

Graduation Rate

At the April 9, 2003, meeting, the task force recommended that there be a gradual increase in the threshold number for graduation rate, and not a single number used.

The average state graduation rate in 2001-02 was 85%. Looking at 85% would mean an impact as follows:

Table 5. Number/Percentage of Schools that Would *Fail* to Make AYP for the Minimum Graduation Rate Based on the Following Thresholds (2002)

	Number/Percentage of Schools NOT Making AYP					
Graduation Rate	Entire State		Chicago		Non-Chicago	
	Number	Percentage	Number	Percentage	Number	Percentage
60%	21	3.29%	18	24.66%	3	0.53%
65%	32	5.02%	26	35.62%	6	1.06%
70%	60	9.40%	41	56.16%	19	3.36%
75%	89	13.95%	49	67.12%	40	7.08%
80%	141	22.10%	57	78.08%	84	14.87%
85%	219	34.33%	62	84.93%	157	27.79%
Total	**638**		**73**		**565**	

The Graduation Rate is a Valid Indicator:

- As defined, it is a cohort rate, following a group of students from the time they first enter grade 9 until they graduate.
- Students who drop out, are expelled, or who do not have enough credits to graduate, are not counted as transfer students.
- School districts that submit raw data on time are asked to verify their graduation rates when they are computed.
- Edit checks are built into the process to ensure accuracy, e.g., schools submitting

data that result in graduation rates outside of an acceptable range (40%-100%) are contacted for verification.

The Graduation Rate is a Reliable Indicator:

- The same data collection process and formula have been used since 1995. (Data collection was expanded in 2001-02 in order to report graduation rates disaggregated for the various student groups.)
- Results of the computation have been consistent through time; the statewide rate has been relatively stable over the years, ranging from a low of 80.5% in 1996 to a high of 85.2% in 2002.

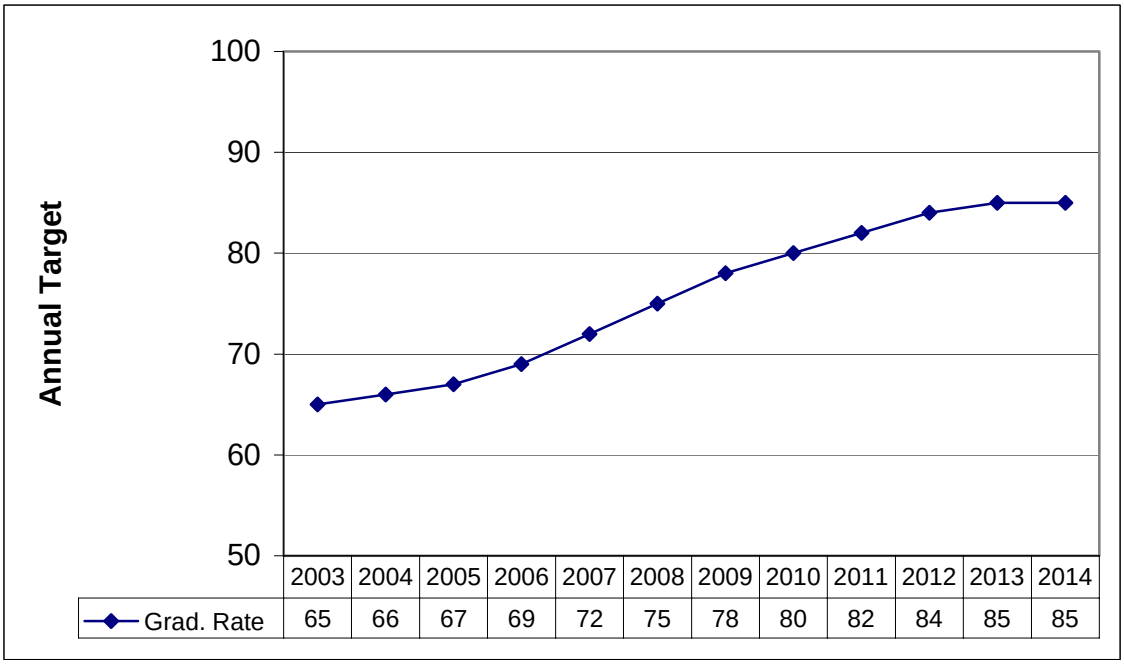
Starting Point/Target

The starting point is 65% graduation rate for each school and group for 2003, with an increase of two percentage points each year to reach a target of at least 85% in 2013. To select the starting point, the distribution of high schools by graduation rate was examined and consideration was given to schools and groups that face various challenges.

At the April 9, 2003, meeting, the task force recommended that there be a gradual increase in the threshold number for graduation rate. The average state graduation rate in 2001-02 was 85%.

On April 30, 2003, the State Board of Education adopted an initial threshold of 65%, increasing to 85% in 2014, and delineated as in Figure 7.

Figure 7. Proposed Annual Targets for Graduation Rate



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grad. Rate	65	66	67	69	72	75	78	80	82	84	85	85

B2. WHAT ARE THE STATE'S ADDITIONAL ACADEMIC INDICATORS FOR PUBLIC ELEMENTARY AND MIDDLE SCHOOLS FOR THE DEFINITION OF AYP? (ELEMENT 7.2) AND ARE THESE INDICATORS VALID AND RELIABLE (ELEMENT 7.3)?

B2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

What are the additional academic indicators for:

- *Elementary schools?* Attendance rate.
- *Middle schools?* Attendance rate.

Provide a description of the methodology for this choice of method for calculating these indicators in your state. In the rationale, please include evidence/justification that the selected indicators are reliable and valid for the intended use.

Please see the following attendance rate information.

Additionally, please provide the starting points for these indicators for the 2001-2002 school year in the aggregate and for each subgroup identified in Section 1111(b)(2)(C)(v).

Attendance rate is the aggregate days of student attendance divided by the sum of the aggregate days of student attendance and aggregate days of student absence, multiplied by 100.

Attendance Rate = (**A** / (**A** + **B**)* 100
A = Sum of the number of students in attendance each school day of the year.
B = Sum of the number of students absent each school day of the year.

The Attendance Rate is a Valid Indicator:

- As defined, it is the ratio of the number of students absent to the number of students who would potentially be present (i.e., students absent plus students present) for the school year.
- School districts that submit raw data on time are asked to verify their attendance rates when they are computed.
- Edit checks are built into the process to ensure accuracy, e.g., schools submitting data that result in attendance rates outside of an acceptable range (70%-99%) are contacted for verification.

The Attendance Rate is a Reliable Indicator:

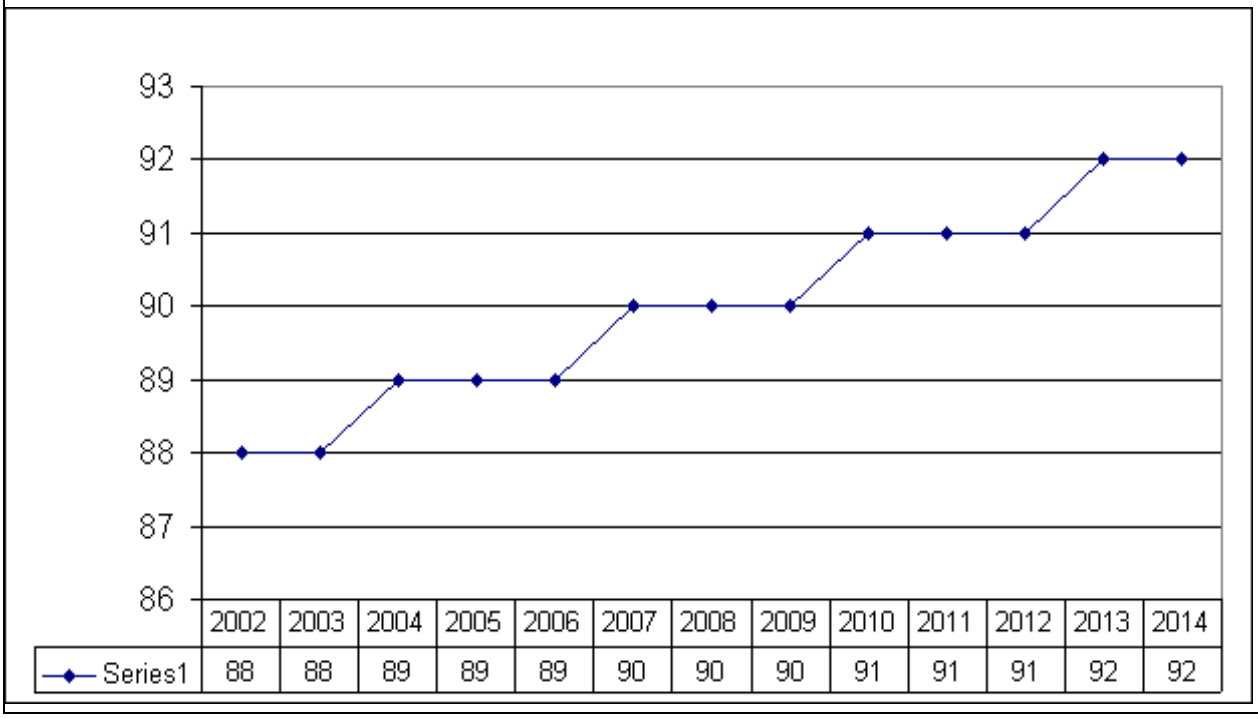
- The same data collection process and formula have been used since 1986. Data collection will be expanded in 2002-03 in order to report attendance rates disaggregated for the various student groups.
- Results of the computation have been consistent through time; the statewide rate has been very stable over the years, ranging from a low of 93.3% in 1989 to a high of 94.0% in 2002.

Starting Point/Target

The starting point is 88%, escalating to 92%. All schools and groups will be expected to meet or exceed this rate through 2013-14. To select these figures, the distribution of schools by attendance rate was examined and consideration was given to schools and groups that face various challenges.

At a meeting earlier this year, the task force recommended a single attendance threshold of 88%. The State Board subsequently adopted that figure. The task force revisited the single static figure on April 18 and April 22, 2003, and made the following motion on April 22: "…*the attendance rate threshold should begin at 88% in 2003 and continue to 92% in 2014*." The State Board adopted this on April 30, 2003.

Figure 8. Proposed Annual Targets for Attendance Rate



SECTION C. INCLUSION AND PARTICIPATION RATES

States are responsible for including all public school students in the accountability system and for making accountability decisions for all public schools and districts in the state. Section C is designed to evaluate states' evidence related to inclusion and participation in terms of calculating AYP. This evidence is solicited through the following four criteria:

- *Definition of a full academic year.*
- *Inclusion of all required subgroups.*
- *Calculation of participation rates to ensure 95% participation of all subgroups.*
- *Policies related to the inclusion of all public schools and districts in the accountability system.*

C1. HOW DOES THE STATE ACCOUNTABILITY SYSTEM INCLUDE ALL STUDENTS ENROLLED IN PUBLIC SCHOOLS IN THE STATE EXCEPT FOR THOSE ENROLLED FOR LESS THAN A FULL ACADEMIC YEAR (*Elements 2.1 & 2.2)?*

C1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Provide evidence of policies that the definitions of "public school" and "LEA" account for all students enrolled in all public school districts, regardless of program or type of public school.

Public Act 93-426 was enacted in August 2003 to amend Section 2-3.64 of the School Code. The bill adds language to clarify that, for assessment and accountability purposes, "all pupils" includes those pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law, a school operated by a regional office of education under Section 13A-3 of the School Code, and special schools operated under the auspices of the Illinois Department of Human Services (e.g., the Illinois School for the Deaf). Public Act 93-470 was enacted in August 2003 and amends Section 2-3.25a of the School Code. The additional language makes it clear that state standards apply to all public schools, whether operated by school districts or by other public entities. "Other public entities" are defined as including cooperatives, joint agreements, charter schools, regional offices of education, state agencies, local agencies, and public universities.

Please define a "full academic year" for the purposes of including students in the accountability system at the various levels: school, district, and state.

Illinois currently collects student enrollment data on an annual Fall Housing Report, which requires districts to report on students in attendance as of the last school day of September. Using that same data reporting requirement, Illinois defines a full academic year as applying to students enrolled on or before the last school day in September.

The State Board of Education adopted a recommendation at its February 2003 meeting

that defines a full academic year as beginning by the end of September and continuing through the end of the approved school calendar (which ranges from the end of May to the middle of June across Illinois, except for year-round schools).

*Please provide evidence that the definition of "full academic year" is applied consistently across all schools and districts in the state***.**

All districts submit an annual Fall Housing Report, which contains these data.

Please describe the State's procedures (e.g., data collection methodology) for determining which students have attended schools and districts in the state for a "full academic year."

Information about whether students have been enrolled in schools and in districts a full academic year is captured on student answer documents for all tests (ISAT, PSAE, IMAGE, IAA, and grade 2 assessment). The information is entered on answer documents in one of two ways:

1. The information is submitted as part of a pre-identification label data file and labels that are produced from that file are affixed to students' answer documents, ***or***
2. The information is entered manually by being recorded on an Enrollment Date grid that is included on students' answer documents (instructions for completing the grid are provided in test administration manuals).

What are the State's procedures for holding districts accountable for students who have not attended any one school in the district for a full academic year, but have attended schools in the district for at least a full academic year?

The student's assessment score will be included in the district composite.

What are the State's procedures for holding the state accountable for students who have not attended any one school or district for a full academic year, but have attended schools in the state for at least a full academic year?

The student's assessment score will be included in the state composite.

Has the State defined a full academic year such that it is less than or equal to 365 calendar days?

A full academic year for a school or district is defined as the student having enrolled on or before September 30 of the current academic year. For the state tests administered in 2003, the student has to have been enrolled on or before September 30, 2002. If a student withdraws from the school or district, and then re-enrolls at a later date, the most recent time of enrollment is used for determining a full academic year.

Is there evidence that the State is able to reliably determine which students have been

enrolled in the school, district, and state for a "full academic year?"

The information is self-reported by the school or district. Districts or schools indicate on the cover of the student's answer document or in the pre-ID label file sent to the scoring contractor whether a student has been enrolled for a full academic year (on or before the last school day of September, annually). The state does not determine, per se, whether a student has been enrolled for a full academic year.

Is there evidence that the State applies this definition consistently to all schools and districts in the state?

The definition of a full academic year is published in the 2003 ISAT District and School Coordinator Manual (see page 30 of Attachment D). This manual accompanies the secure test materials to all locations (districts, schools, and alternative sites) involved with the administration of the state tests. This definition is also part of the cover letter to district superintendents when they provide the enrollment numbers for the district and the schools in the district for the total enrollment and the enrollment of the various subgroups, such as IEP.

Does the State have procedures/policies to "roll" students up to the next level of analysis if the student has not been in the lower level (e.g., school, district) for a full academic year so that the student is included in the accountability system at the level for which they have been in the system for a full academic year?

Page 30 of the 2003 ISAT District and School Coordinator Manual describes how the students will be "rolled up" to the next level of analysis if the student has not been in the lower level (e.g., school or district) for a full academic year. These aggregation procedures will become part of the reporting requirements specified to the scoring contractors who produce the reports.

C2. HOW ARE PUBLIC SCHOOLS AND DISTRICT HELD ACCOUNTABLE FOR THE PROGRESS OF ALL STUDENT SUBGROUPS IDENTIFIED IN SECTION 1111(B)(2)(C)(V) IN THE DETERMINATION OF ADEQUATE YEARLY PROGRESS? (ELEMENTS 5.1-5.4)?

C2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide evidence that the State's definition of AYP provided in Section A of this document includes all student subgroups identified in Section 1111(b)(2)(c)(v) and whether this definition holds all schools and districts accountable for the performance of these subgroups in the determination of AYP.

These were described in Elements 5.1-5.4 of the original workbook.

The state currently reports achievement for all required subgroups on the Illinois school, district, and state Report Cards—low income, racial/ethnic groups (White, Black, Hispanic, Asian/Pacific Islander, Native American, and will include multiracial/ethnic in

2004), students with limited English proficiency, and students with disabilities. The school, district, and state report cards are attached or can be accessed on the Board of Education Web site at http://206.166.105.128/ReportCard/rchome.asp (or see Attachment E).

In response to concerns from local educational agencies, the Illinois State Board of Education held discussions with representatives from USDE regarding students who are medically exempt, and homebound students. As a result of those discussions, the Illinois State Board of Education has determined the following regarding the participation of these students in the state assessments:

- Medically Exempt–Students who are in residential drug/alcohol/psychological treatment programs, or who have been admitted to a hospital because of emergency medical procedures (automobile/other motor vehicle accidents, other types of accidents, emergency surgeries, etc) may be excluded from the enrollment count in a school and from taking the state assessment.
- Homebound–Each case will be examined individually and a decision rendered. Guidance will be provided to all school districts in the state.

Please describe how all students with disabilities are included in the State's definition of AYP, including how the results of the alternate assessment for students with disabilities are incorporated into AYP determinations for public schools and districts. Please provide procedures and evidence (if possible) for these decisions.

As of 2004, the data for students with disabilities and calculating AYP will reflect the USDE guidance of December 2003 on 1% of the students taking IAA able to be counted as proficient. Regulations indicate that 1% of **all students assessed** can be counted proficient against alternate achievement standards. These calculations are made at the district and state levels only, not individual school buildings.

Please describe how schools and districts are held accountable for the progress of limited English proficient students in terms of achievement relative to the state academic content and academic achievement standards.

Public schools and districts are held accountable for student subgroup achievement in the following areas: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students, plus a composite, in reading and in mathematics. Each of these subgroups is included for AYP purposes and in the School Report Card.

Illinois currently disaggregates all of the required information. AYP in 2003 will use the 95% participation rate for the school, individual subgroup test scores (provided the subgroup meets the minimum group size requirement), and schoolwide data on the other indicators (e.g., graduation rate at the high school and attendance as the indicator at the elementary/middle grades).

Illinois has determined, and cited in the Illinois School Report Card, the status of individual schools regarding school improvement. Further, schools that fail to make AYP for two consecutive years are placed on the Illinois Academic Early Warning List or later on the Academic Watch List if failure to make AYP continues.

Membership in the subgroups remains largely constant, except for the limited English proficient, low-income, and special education subgroups. One element of the discussion at the March 2003 task force meeting was how to review the assessment data from the limited English proficiency subgroup, given the changeability in the membership. All limited English proficient students are included in this subgroup. Those limited English proficient students who subsequently become proficient in English–for example, as a result of participation in TBE/TPI programs–are removed from this subgroup. Therefore, although English-proficient students are more likely to meet state standards on state assessments (which are administered in English) and have a positive effect on AYP achievement, the academic performance of these *former* subgroup members is not included in AYP calculations for limited English proficient students.

For purposes of calculating AYP, pursuant to the policy announced by Education Secretary Rod Paige on February 19, 2004, the Illinois limited English proficient subgroup will now include:

- *all* limited English proficient students, **and**
- *former* limited English proficient students who have become proficient in English (these students will be included in AYP calculations for this subgroup for the two years subsequent to their attainment of English proficiency).

This definition will allow the state to demonstrate the performance of beginning English language learners and students who have become proficient in English.

Please describe how all students with disabilities are included in the State's definition of AYP, including how the results of the alternate assessment for students with disabilities are incorporated into AYP determinations for public schools and districts. Please provide procedures and evidence (if possible) for these decisions.

The Illinois Alternate Assessment is aligned with the *Illinois Learning Standards*.

All students with disabilities participate in statewide assessments: general assessments with or without accommodations ***or*** an alternate assessment based on grade level standards for the grade in which students are enrolled. This means that Illinois students with disabilities take the appropriate assessments–ISAT or PSAE, with or without accommodations depending on their Individual Education Plans (IEPs), or the IAA as indicated in the IEP. These students are then reported on in a disaggregated fashion. Regardless of where a student with disabilities may be attending school, his or her achievement results are counted as part of the AYP for the student's home school. This calculation will be included in the district's AYP.

These tests are given to students whose IEPs indicate that the ISAT and/or PSAE are

not appropriate. The Superintendent's Assessment and Accountability Task Force has recommended that the portfolio assessments in this program be simplified and the documentation requirements reduced for the remainder of 2002-03 and for the coming school years. They are contemplating additional recommendations for improving the assessments for students with disabilities.

Illinois currently disaggregates all of the required information. AYP in 2003 will use the 95% participation rate for the school, individual subgroup test scores (provided the subgroup meets the minimum group size requirement and is more than 10), and schoolwide data on the other indicators (e.g., graduation rate at the high school and attendance as the indicator at the elementary/middle grades).

Illinois has determined, and cited in the Illinois School Report Card, the status of individual schools regarding school improvement. Further, schools that fail to make AYP for two consecutive years are placed on the Illinois Academic Early Warning List or later on the Academic Watch List if failure to make AYP continues.

Please describe how schools and districts are held accountable for the progress of limited English proficient students in terms of achievement relative to the state academic content and academic achievement standards.

For 2004, based on February 2004 guidance from USDE, limited English proficent students new to the United States will have different accountability rules applied than was the case in 2003. This is being done by USDE to have a more fair role in assessing such students' content knowledge in reading/language arts in their first year of enrollment in a U.S. public school.

This will now allow limited English proficient students, during their first year of enrollment in U.S. schools, to have ***the option*** of taking the reading content assessment, in addition to taking the English language proficiency assessment. They would take the mathematics assessment, with accommodations, as appropriate. States may, but would not be required to, include results from the mathematics and, if given, the reading content assessments in AYP calculations under *NCLB*. This new policy by USDE is intended to ensure that states and schools continue to get the assessment information they need to target their efforts and to help all children get to grade level in reading and math.

C3. WHAT IS THE STATE'S METHOD FOR CALCULATING PARTICIPATION RATES IN THE STATE ASSESSMENTS AND HOW WILL THE STATE APPLY THE 95% RULE FOR USE IN AYP DETERMINATIONS? (ELEMENTS 10.1 AND 10.2)?

C3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide a description of the procedure used by the State to determine the number of tested and nontested (including absent and parent refusals) in the state assessment system.

These were described in Elements 10.1 and 10.2 in the original workbook.

Per Element 10.1, two separate data elements are used in determining participation rates. Both data elements are collected during the administration of the state assessments.

- The first data element–the school's tested population–is computed from the student answer documents, by grade and the various subgroups. The tested populations of the various subgroups are summed across grades that are assessed. This is the numerator.
- The second data element is the school's enrollment by grade and the various subgroups on the day of the test. The enrollments of the various subgroups are summed across grades that are assessed. This is the denominator.

Example:

$$\frac{\text{total low-income students who tested}}{\text{the school's low-income students who were enrolled on the day of the test}}$$

Please describe the procedure used to determine the denominator used for calculating the participation rates. If the denominator is a number other than the total number of students enrolled in the tested grades at the time of testing, please provide a rationale/justification for using an alternate number.

School and district personnel report the school's enrollment by grade and the various subgroups on the day of the test on school and district demographic sheets.

Please provide evidence that the schools and districts are held accountable for including at least 95% of all students and 95% of the students in each subgroup identified in Section 1111(b)(2)(C)(v).

Per Element 10.2, regular public schools and districts will administer the state assessments to all students enrolled at the time of the tests. Schools and districts in which at least 95% of the students enrolled at the time of the assessments took the assessment, will meet this element of the AYP standard.

Schools and districts in which less than 95% of any student subgroup takes the state assessment will not meet the AYP standard, provided the size of the subgroup meets the minimum number required (40 students proposed).

If the minimum number of students constituting a subgroup for the purposes of calculating participation rates is different from the minimum number required for AYP determinations, please explain and justify why the state is using different minimum group sizes.

The subgroup size or N is 40 for inclusion or counting of individual groups. The

participation rate for the school or subgroup overall is 95%.

C3. PEER REVIEWER QUESTIONS

In order for a school or district to make AYP, has the State assured that it requires at least 95% of the students enrolled in each subgroup to be assessed?

State law requires that all public school students participate in the state tests appropriate for their grade; 95% participation is below the expectation.

Has the State provided evidence that it includes the total number of students enrolled in the tested grades at the time of testing in the denominator for calculating participation rates?

See the District Demographic Sheets and the School Demographic Sheets (Attachment E). These forms will be used to collect enrollments of all students at the tested grades and will be used as the denominator for the calculation of the participation rate.

If the State is using different values for "minimum n," has it justified this difference in a logical manner so that it is clear that the state is meeting the intent of the law?

The State is using the same minimums for calculation of participation rate and for the determination of AYP.

In response to the new policy for calculating participation rates, Illinois will implement the following approach: Participation rates are calculated by dividing the number of students tested (numerator) by the student enrollment on the first day of testing in the tested grades (denominator) multiplied by 100. Beginning in 2004, participation rates will be calculated first for the current year. If a school or district fails to have 95% of the students participating in the state assessments, the participation rates for the current and past years will be averaged. If a school or district still does not meet the 95% threshold, then the current year will be averaged with the last two years. If the school or district still does not meet the 95% threshold, then they do not make AYP for the participation rate.

NOTE: Illinois modified the accountability workbook for calculating AYP for 2004 regarding subgroups. Like many other states, for purposes of the *NCLB*, Illinois had used subgroups of White, Black, Hispanic, Asian/Pacific Islander, and Native American. However, it was difficult for some students, families, and school personnel to consider all youth as being of a single race. Beginning with the student assessments in spring 2004, the State Board of Education will now allow students and schools to check *one* ***or*** *more* racial/ethic groups to identify a student's race or ethnicity in the student assessment process in 2004. Assessment results for students identifying themselves in more than one category will be aggregated into and reported as a separate group on the Illinois School Report Card.

C4. HOW DOES THE STATE ACCOUNTABILITY SYSTEM INCLUDE EVERY PUBLIC SCHOOL AND LEA IN THE STATE (ELEMENTS 1.1 & 1.2)?

C4. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide evidence that all public schools are included in the statewide AYP model, including charter schools, alternative schools, state schools for the blind/deaf, juvenile correction centers, residential centers, and schools without testing or other data (e.g., K-2, reconfigured, exceptionally small schools).

At this time, not all schools and not all serving entities are included in the accountability system. However, two changes in law as of August 2003 now address that issue.

One law, sponsored by Representative Mitchell and known as Public Act 93-426, addresses "all pupils" (see Attachment A).

The other law, Public Act 93-470 by Senator DelValle, addresses "all public entities," defining for the first time a school district or other serving entities (see Attachment G). This includes all state-chartered schools (all local-chartered schools are already included), and all state schools, such as the Illinois School for the Deaf operated by the Illinois Department of Human Services. The Illinois Department of Corrections is its own school district, District #428, and so those pupils are included in the regular district/school accountability.

Currently, for Title I schools only, where the highest grade is grade 2, Illinois administers the Terra Nova assessment as a means of including these schools in the accountability system. In order to be consistent with federal Title I requirements, the Illinois State Board of Education is aware that non-Title I schools must also be part of the accountability system (see full list in Attachment H). There are approximately 100 schools with grade 2 as the highest grade, and approximately 80 of those schools are considered Title I schools.

At this time, Illinois is reluctant to administer the Terra Nova as a statewide test for all such students in grade 2. Many assessment experts and psychometricians warn against administering such tests to students below grade 3.

So that all schools are included, and not just Title I schools, the Illinois State Board of Education will identify those schools with grade 2 as the highest grade that ***did not*** participate in the 2003 administration of the Terra Nova. Those schools will be invited to participate in an early discussion regarding the mapping process and will be asked to help identify a school with a grade 3 that will be used in defining the school improvement classification for K-2 school. Results from this early discussion will result in a recommendation regarding non-Title I schools to the State Superintendent of Education for his acceptance and implementation before the beginning of the 2003-04 school year.

To develop the long-term plan to hold those schools accountable that have grade 2 as the highest grade in the school, Illinois will convene a panel of local district-level staff

from K-2 schools, testing experts, policy makers, and others to explore a process of *mapping* the students to the school they will attend for grade 3. As used here, the term *mapping* means that grade 2 students in a K-2 building will be mapped to an elementary school containing grade 3. Since Illinois does not yet have a state student identification system in place, the entire grade 2 will be dealt with at a group level.

Illinois does have a number of schools with low enrollment. For those schools that have fewer than 40 pupils total in the grades tested for reading and mathematics, the composite number will be used for the purpose of calculating AYP in each subject area. The calculation process is the same for all schools.

Please provide evidence that all schools and districts are systematically judged on the basis of the same criteria when making an AYP determination.

All schools with tested grades are included and judged against the three criteria for AYP–95% participation, academic achievement, and the other indicator (e.g., graduation for high school).

1. Total number of schools receiving public funds from state 4262.
2. Total number of public schools 4262.
3. Total number of schools receiving Title I funds 2395.
4. Total number of schools not receiving Title I funds 3 districts have not applied.
5. Does the state have a definition of a "public school" for accountability purposes? Yes. It is in Public Act 93-470, the new accountability law. (See Attachment G.)
6. Is the definition of "public school" for accountability purposes the same as other definitions of "public school" used by the state, e.g., are the school ID codes the same in the state databases? It is broader, but there will be school ID codes for all (region/county/district school codes).

Inclusion of all districts:

1. Total number of districts (e.g., public school districts) 892.
2. Total number of districts receiving Title I funds 802.
3. Does the state have a definition of districts for accountability purposes? Yes. It is in Public Act 93-470, the new accountability law. (See Attachment G.)

Is the definition of "public school district" for accountability purposes the same as other definitions of "public school district" used by the state, e.g., are the district ID codes the same in the state databases? It is broader, but there will be school ID codes for all (region/county/district school codes).

SECTION D. THE FULL STATE ACCOUNTABILITY SYSTEM

States are responsible for incorporating AYP determinations into the full accountability system and to report these results to the public. Section D is designed to evaluate states' evidence through the following three criteria:

- *The integration of AYP determinations into the full accountability system.*
- *The state's approach to meeting the reporting requirements of NCLB.*
- *The state's approach for incorporating proposed changes to the assessment system into the accountability system.*

D1. HOW IS THE CALCULATION OF AYP INTEGRATED INTO THE EXISTING (IF APPLICABLE) STATE ACCOUNTABILITY SYSTEM, INCLUDING REWARDS AND SANCTIONS (ELEMENT 1.6)?

Please provide evidence that the State has incorporated, if applicable, determinations of AYP into the existing State Accountability System.

Rewards

Illinois has in place a system of rewards (see Attachment G) based on criteria set, or to be set, by the State. These rewards are aligned with *NCLB* criteria, including AYP, and can be applied uniformly across public schools and districts regardless of Title I status. Current law in 105 ILCS 5/2-3.25c requires rewards to recognize and reward schools whose students perform at high levels. Illinois law in 105 ILCS 5/2-3.25c says, "The State Board of Education shall implement a system of rewards to recognize and reward schools whose students perform at high levels or which demonstrate outstanding improvement." The law allows districts that are in good standing and making progress to be fully recognized. This means an uninterrupted flow of General State Aid.

In school year 2003-2004, the Illinois State Board of Education recognized 26 Spotlight Schools that have been at odds in proving that the gap between low income and achievement can be closed. The selection criteria include:

- At least 50% low-income students in 2002 and 2003.
- At least 50% of students meet or exceed state standards in reading and math in 2003.
- At least 60% of students meet or exceed state standards in reading and math in 2003.
- AYP as prescribed by *NCLB*, 2003. This includes a 95% participation rate in state assessments for all students and for each subgroup, at least 40% of students meet or exceed state standards in both reading and math, an attendance rate of at least 88% for elementary and middle schools, and a 65% graduation rate for high schools.

In April 2004, the State Board of Education approved criteria for schools to meet in order to receive recognition through an Academic Improvement Awards program:

- make AYP in 2003,

- have state test results that indicate an upward trend, and
- show at least 7.5% improvement in scores between 2002 and 2003 **or** at least 15% improvement in scores between 2001 and 2003.

The 7.5% improvement increment was selected to match the projected annual academic performance targets of *NCLB*. Approximately 99 schools were identified.

Beginning with the 2003-2004 school year, the Illinois State Board of Education recognized each school that made AYP and was removed from school improvement status by awarding certificates of recognition.

Sanctions
Current law in 105 ILCS 5/2-3.25 outlines the sanctions of the Academic Early Warning List and the Academic Watch List. Sanctions are also applied to current Title I-funded schools on those lists in terms of either public school choice, or public school choice and supplemental educational services.

Please provide evidence (e.g., legislation, State Board policies) that the State Accountability System includes rewards and sanctions for all public schools and LEAs.

Attachment G in the earlier documents is now Public Act 93-470 on accountability, incorporating all aspects on rewards and sanctions.

D2. DOES THE STATE MEET THE REPORTING REQUIREMENTS OF NO CHILD LEFT BEHIND (ELEMENT 1.5)?

D2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall provide evidence that the State Report Card is available to the public and is accessible in languages of major populations in the state and districts, to the extent possible. The State shall provide evidence that the State Report Card includes all of the required data elements.

Illinois has had an Illinois School Report Card in place since the late 1980s. Beginning with 2001, the state issued school, district, and state report cards. The report cards were modified in 2002 so that the components met the requirements of *NCLB*. Student assessment data are disaggregated for AYP purposes. Additional information, such as migrant status and gender, is reported, although this information is not included in the AYP calculations. Teacher quality information is also reported. The report cards are also available in Spanish.

The 2002 report card noted Title I-funded schools that were in School Improvement Status. The 2002 school report card format can be found at the following Web site location: http://206.166.105.128/ReportCard/rchome.asp. Attached are drafts of the 2003 report card, complete with all information required by *NCLB* (see Attachment E).

The report cards are distributed every fall, posted on the Illinois State Board of

Education Web site, and linked to all school districts. According to a 2002 state law, districts may display the report card on their Web sites in lieu of distributing a paper copy (although paper copies must be made available upon request). Since the school report cards are generally in excess of 20 pages, that process was well received in 2002.

D3. HOW IS THE CALCULATION OF AYP INTEGRATED INTO PROPOSED CHANGES IN THE STATE ASSESSMENT AND ACCOUNTABILITY SYSTEM (ELEMENT 9.3)?

D3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Indicate the schedule for introducing or revising assessments required for NCLB. M=Math, E=ELA, S=Science, O=other (explain).

Attachment C, as delineated in the original workbook, shows the current test situation for ISAT, PSAE, IMAGE, and IAA. Attachment C also shows the proposed testing schedule for the missing grades to meet *NCLB* testing requirements–grades 4, 6, and 7 in reading/language arts and math.

SECTION E. RELIABILITY AND VALIDITY OF THE STATE ACCOUNTABILITY SYSTEM

States are responsible for designing and implementing approaches for determining AYP that meet important professional and technical criteria. Section E is designed to evaluate states' validity and reliability evidence and approaches.

E1. HOW DO AYP DETERMINATIONS MEET THE STATE'S STANDARD FOR ACCEPTABLE RELIABILITY (ELEMENT 9.1)?

E1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall identify the minimum values for acceptable levels of reliability/decision consistency and provide a rationale for this determination.

Illinois has defined a method for determining an acceptable level of consistency for AYP decisions, as decisions regarding all schools and districts are based on the same valid and reliable information–95% participation, state assessments, and academic indicators (graduation at the high school level and attendance at the elementary/middle school levels).

The current assessment system has evidence of the validity and reliability of the ISAT, IMAGE, and PSAE tests (see www.isbe.net for external studies and technical manuals). In addition, extensive simulations were performed to estimate the reliability and power of the proposed AYP system, as based on a fixed group size of 40 students.

The State shall present evidence of having an approach for determining the reliability (decision consistency) for AYP decisions.

The rationale for selecting the N=40 fixed group size as Illinois' criterion for groups' consideration for AYP was described earlier in Section A-6. The following discusses the implications for the decision consistency of classifying schools as making AYP or not making AYP as associated with this group size criterion.

Overview

Basic statistical considerations require that Illinois' (or any other) decision rule be neutral whenever all student groups (of size 40 or greater) in a school just make AYP. In other words, given that we recognize the existence of student sampling fluctuations and measurement errors, this requirement implies that the probability (P) of deciding AYP vs. no-AYP should be 0.5 in this case. The following notation is introduced:

- NCLB represents the proportion of meeting students required by *NCLB* in each of the subgroups.
- act represents the assumed actual proportion of students meeting in ***each*** of the *NCLB* subgroups of size 40 or greater.

The preceding can thus be restated as:

$$P(AYP|\ NCLB = act) = P(no\text{-}AYP|\ NCLB = act) = 0.5 \quad \text{(Eq. 1)}$$

Moreover, for the decision to be unbiased, it is desirable that the decision rule should conclude that schools made AYP or did not make AYP regardless of the direction of the difference between NCLB and act (i.e., falling short or exceeding NCLB by the same percentage meeting students should affect the decisions identically). In other words, it is desirable to identify "false positives" and "false negatives" with similar probabilities. Accordingly, it should be true for all positive differences "d":

$$P(\text{AYP}|\ \text{NCLB-act} = d) = P(\text{no-AYP}|\ \text{act-NCLB} = d) \quad \text{(Eq. 1)}$$

Since AYP depends essentially on the weakest subgroup, it is to be expected that Eq. 1 will be violated. For this reason, we also consider:

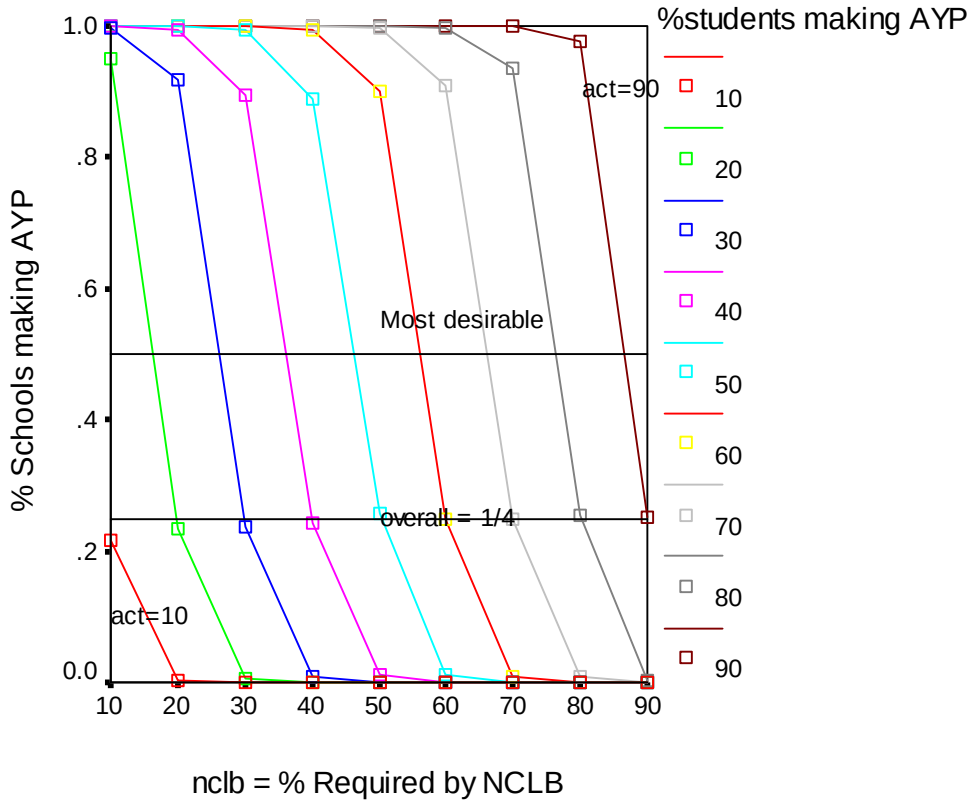
$$P(\text{AYP}|\ v-d) = 1 - P(\text{AYP}|\ v+d), \quad \text{(Eq. 2)}$$

where v = act-NCLB, and d is an offset correction factor.

Procedure and Results

The probabilities P(AYP| NCLB, act) were estimated for NCLB and act ranging from 0.1, 0.2,…, 0.9, thus yielding 81 combinations. This was achieved by assigning to each student a probability act of meeting standards, and requiring that the proportion of meeting students per group equals the value NCLB in all such groups. As before, it was assumed throughout that reading and mathematics follow a bivariate normal distribution with r = 0.80. Within each school, students' actual group memberships were used, provided there were 40 or more students per group, based on bootstrap resampling. For each school, the procedure was repeated 1,000 times, thus yielding reasonably stable estimates of P(AYP| act, NCLB). The statewide results (i.e., averaged over all Illinois schools) are summarized in Figure 9, in which each line represents a particular level act of student achievement, while the proportion of meeting students as required by *NCLB* (i.e., NCLB) varies along the X-axis.

Figure 9.



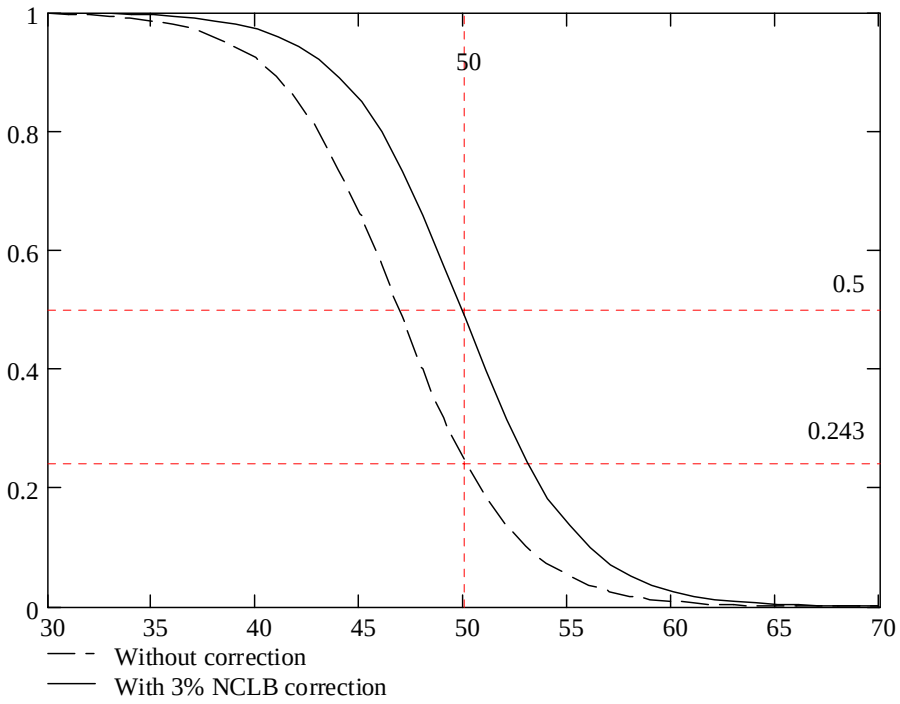
It can be seen that, contrary to our requirements, P(AYP| act = NCLB) differs from 0.5 (labeled "Most desirable"), and in fact the overall value for this probability is about ¼. Thus, in cases where schools should have a 50% chance of making AYP, their actual chance of doing so is far smaller. *Accordingly, the fixed N=40 decision rule is severely biased **against** borderline schools*.

Correcting Decision Bias To facilitate dealing with the decision bias in the fixed N=40 rule, it is convenient to use a mathematical approximation to the empirical curves in Figure 9. Already the shapes of these curves suggest a logistic equation, and hence an equation of this type was fitted using all of the 81 points using nonlinear methods. This approach proved to be highly successful as the equation:

$$f(\text{nclb}, \text{act}) := \frac{1}{\left(1 + e^{35.837 \cdot \text{nclb} + -36.059 \cdot \text{act} + 1.2461}\right)} \qquad \text{(Eq. 3)}$$

provides an excellent fit to the data *(R^2 = 0.99962, RSM < 0.001).* (As an aside, it is noted that when data for differing group sizes are to be fitted, then adding a "slope" parameter would be advisable–i.e., the exponent should be changed to have the general form: a(b*nclb+c*act+d). However, since only one group size is considered here, this issue is not further explored).

Figure 10. P(AYP| 0.5,nclb) and P(AYP| 0.5, *nclb**)

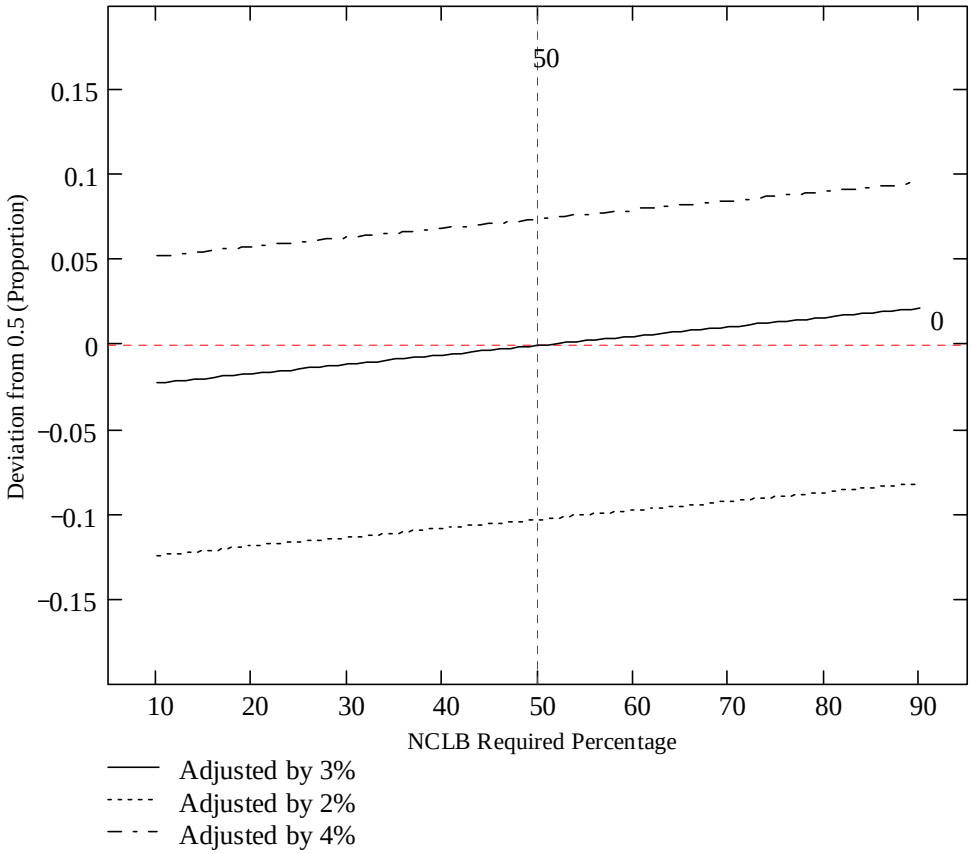


As is illustrated in Figure 10 for the case of act = 0.5 (dotted line), Equation 3 supports the conclusion that P(AYP|nclb = act) differs from 0.5 as it estimates the actual probability as 0.243 instead. This difference is due to the presence of the constant (1.2461) in Equation 3, which effectively "shifts" the logistic curve to the left, thus violating Equation 1. Moreover, this shift is highly significant ($t = 34$, $p < .0001$).

Given that Equation 3 provides a close approximation to the curves in Figure 9, Equation 2 is satisfied with d = 1.2461. This fact implies that it is possible to derive an approximate correction to arrive at a less biased decision rule. Although no formal derivation of this fact will be provided here, *it follows that relaxing the NCLB requirements by about 3% will correct most of the bias*.

As is illustrated by the solid line in Figure 10, this increases P (AYP| NCLB = act) by about 25%, thus enforcing the validity of Equation 1. In other words, using *NCLB** = *NCLB* - 0.03, rather than *NCLB* proper, approximately produces P(AYP| NCLB* = act) = 0.5, thereby removing the bias against borderline schools.

Figure 11.



The question arises whether this correction holds for other values of NCLB as well. For this reason, the correction value of 0.03 was applied to NCLB values in the range 0.1 to 0.9. As is shown in Figure 11, it can be seen that the deviation of P (AYP| NCLB*, act) from 0.5 increases with NCLB. However, the deviations from 0.5 are extremely small (about 0.025) regardless of NCLB, and they can well be tolerated. Figure 11 further shows that other integer percentage corrections (i.e., 2% and 4%) give systematic under and over estimates, respectively.

Conclusion

The preceding indicates that using a fixed group size of N=40 has acceptable decision reliability. However, the rule is unfairly biased against borderline schools. Most of this bias can be removed by giving schools a 3% "benefit of the doubt." This entails that when the NCLB requires that X% of the students meet the *Illinois Learning Standards*, a value of (X-3)% will be used to judge the AYP in each of the subgroups.

The proposed approach can be enhanced by taking into account for each school the number of subgroups with N $\geq$ 40. Also, rather than requiring that "false negatives" and "false positives" occur with equal probabilities, one might weigh their occurrence. The Illinois State Board of Education will convene a panel of state and national experts who

will be charged with developing a plan for ensuring that the accountability system is valid and reliable.

The panel will use the recent document from CCSSO, *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress*, as one of the guides in developing the plan. This document stresses the importance of constructing an accountability system that provides confidence in the validity of decisions made about districts and schools in determining AYP. The panel will be appointed by the State Superintendent of Education and will be charged with completing the plan, as well as suggestions for implementation, by September 2003.

E2. IS THE STATE ACCOUNTABILITY SYSTEM VALID FOR THE USES REQUIRED UNDER NO CHILD LEFT BEHIND (ELEMENT 9.2)?

E2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall provide evidence that its proposed methods for calculating AYP were developed and are being implemented to maximize the validity of the inferences being derived from the system. The State shall provide a plan for evaluating its proposed accountability system.

A recommendation was made in the Peer Review Process of March 27, 2003, that there be a written appeals policy that explicitly deals with errors in identification of schools. There are two practices in place in Illinois at this time:

1. Technical errors. Attached are several items in one document–the Guidelines to Verify Individual Student ISAT Scores, Verifying Individual Student Scores on the Illinois Alternate Assessment, Score Verification Reviews that Change School or District Results (on one or more state assessments), and Requests for Reprints of Writing Essays–all of August 2, 2002 (see Attachment I).
2. Correcting errors of placing the school or district in the Academic Early Warning or Academic Watch status incorrectly. Past practice, as evidenced in State Board minutes again in 2003, showed that when a school (or district, in the future) is stated to be in either status incorrectly, they can be removed after a review of the data. Sometimes the scores have been verified as noted above; on other occasions the school configuration data are different from previous years, or some other factual matter has changed but the state educational agency was not informed.

In addition to the "technical corrections" processes currently in place and described above, Public Act 93-470 of 2003 establishes a representative advisory committee to hear school and district appeals of their Academic Early Warning or Academic Watch status. This committee forwards their recommendations to the State Superintendent of Education, who in turn forwards his recommendations to the State Board of Education for its consideration and disposition of appeals.

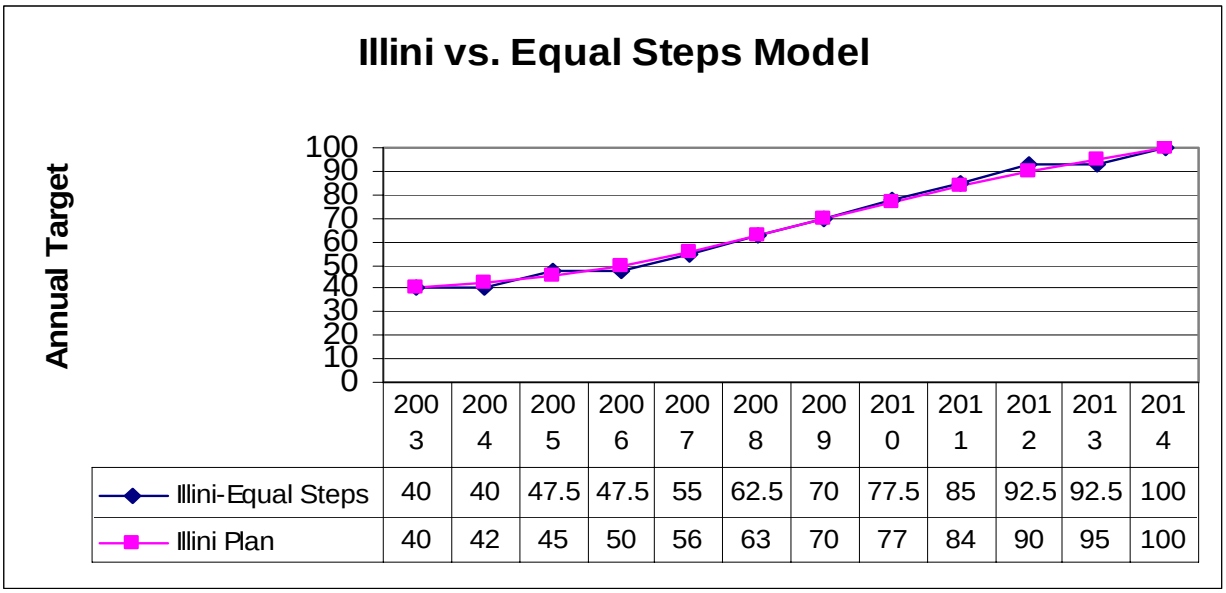
Attachment A

House Bill 2352 of 2003
(Public Act 93-426 of 2003)

Attachment B

Illini Plan (Equal Steps)

Illini Plan (Equal Steps)



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Illini-Equal Steps	40	40	47.5	47.5	55	62.5	70	77.5	85	92.5	92.5	100
Illini Plan	40	42	45	50	56	63	70	77	84	90	95	100

Attachment C

State Assessments

Attachment D

2003 *ISAT District and School Coordinator Manual*

Attachment E

School, District, and State Report Cards

Attachment F

School and District Demographic Sheets

Attachment G

Senate Bill 878 of 2003
(Public Act 93-470 of 2003)

Attachment H

List of Illinois Schools Ending in Grade 2 and a companion school building serving Grade 3

List of Grade 2 schools and the elementary schools with grade 3 in the district are attached

RCD	School	District Name	School Name	Grade Span
010010030	**2003**	**CENTRAL CUSD #3**	**CENTRAL ELEMENTARY GRADE SCH**	**PK K 1 2**
010010030	2008	CENTRAL CUSD #3	CENTRAL 3-4 MIDDLE SCHOOL	3 4
010750100	**2007**	**PIKELAND C U SCH DIST 10**	**PITTSFIELD SOUTH ELEM SCHOOL**	**PK K 1 2**
010750100	2010	PIKELAND C U SCH DIST 10	PIKELAND COMMUNITY SCHOOL	3 4 5 6 7 8
020020010	**2004**	**CAIRO UNIT SCHOOL DISTRICT 1**	**EMERSON ELEM SCHOOL**	**PK K 1 2**
020020010	2003	CAIRO UNIT SCHOOL DISTRICT 1	BENNETT ELEM SCHOOL	3 4 5
020910370	**2003**	**ANNA C C SCH DIST 37**	**LINCOLN ELEM SCHOOL**	**K 1 2**
020910370	2002	ANNA C C SCH DIST 37	DAVIE ELEM SCHOOL	3 4
030250200	**2004**	**BEECHER CITY C U SCHOOL DIST 20**	**SHUMWAY GRADE SCHOOL**	**K 1 2**
030250200	2003	BEECHER CITY C U SCHOOL DIST 20	BEECHER CITY GRADE SCHOOL	PK 3 4 5 6
030250400	**2008**	**EFFINGHAM COMM UNIT SCH DIST 40**	**SOUTH SIDE GRADE SCHOOL**	**1 2**
030250400	**2010**	**EFFINGHAM COMM UNIT SCH DIST 40**	**WEST SIDE GRADE SCHOOL**	**1 2**
030250400	2002	EFFINGHAM COMM UNIT SCH DIST 40	CENTRAL GRADE SCHOOL	3 4 5
030250400	2004	EFFINGHAM COMM UNIT SCH DIST 40	EDGEWOOD GRADE SCHOOL	PK K 1 2 3 4
030250500	**2005**	**TEUTOPOLIS C U SCHOOL DIST 50**	**LILLYVILLE GRADE SCHOOL**	**K 1 2**
030250500	2002	TEUTOPOLIS C U SCHOOL DIST 50	TEUTOPOLIS GRADE SCHOOL	PK K 1 2 3 4 5 6
030250500	2003	TEUTOPOLIS C U SCHOOL DIST 50	BISHOP CREEK GRADE SCHOOL	1 2 3 4 5 6
030250500	2004	TEUTOPOLIS C U SCHOOL DIST 50	GREEN CREEK GRADE SCHOOL	3 4 5 6
041011310	**2002**	**KINNIKINNICK C C SCH DIST 131**	**LEDGEWOOD ELEM SCHOOL**	**PK K 1 2**
041011310	2003	KINNIKINNICK C C SCH DIST 131	STONE CREEK SCHOOL	2 3 4
041011400	**2001**	**ROCKTON SCH DIST 140**	**ROCKTON ELEM SCHOOL**	**PK K 1 2**
041011400	2002	ROCKTON SCH DIST 140	WHITMAN POST ELEM SCHOOL	3 4 5
041012050	**2027**	**ROCKFORD SCHOOL DIST 205**	**ARTHUR FROBERG ELEM SCHOOL**	**PK K 1 2***
041012050	**2043**	**ROCKFORD SCHOOL DIST 205**	**MCINTOSH SCIENCE AND TECH MA**	**K 1 2***
041012050	**2051**	**ROCKFORD SCHOOL DIST 205**	**RIVERDAHL ELEM SCHOOL**	**PK K 1 2***
041012050	**2067**	**ROCKFORD SCHOOL DIST 205**	**WHITE SWAN ELEM SCHOOL**	**K 1 2***
090100030	**2004**	**MAHOMET-SEYMOUR C U SCH DIST 3**	**SANGAMON ELEM SCHOOL**	**1 2**
090100030	2003	MAHOMET-SEYMOUR C U SCH DIST 3	LINCOLN TRAIL ELEM SCHOOL	3 4 5
100110080	**2003**	**PANA COMM UNIT SCHOOL DIST 8**	**WASHINGTON ELEM SCHOOL**	**PK K 1 2**
100110080	2001	PANA COMM UNIT SCHOOL DIST 8	LINCOLN ELEM SCHOOL	3 4 5
11012002C	**2005**	**MARSHALL C U SCHOOL DIST 2C**	**SOUTH ELEM SCHOOL**	**PK K 1 2**
11012002C	2003	MARSHALL C U SCHOOL DIST 2C	NORTH ELEM SCHOOL	3 4 5 6
110230950	**2003**	**PARIS-UNION SCHOOL DIST 95**	**MEMORIAL ELEMENTARY SCHOOL**	**PK K 1 2**
110230950	2006	PARIS-UNION SCHOOL DIST 95	CAROLYN WENZ ELEM SCHOOL	3 4 5
120170020	**2007**	**ROBINSON C U SCHOOL DIST 2**	**WASHINGTON ELEM SCHOOL**	**PK K 1 2**

120170020	2004	ROBINSON C U SCHOOL DIST 2	LINCOLN ELEMENTARY SCHOOL	3 4 5
140160230	**2004**	**PROSPECT HEIGHTS SCHOOL DIST 23**	**BETSY ROSS ELEM SCHOOL**	**PK K 1 2**
140160230	2001	PROSPECT HEIGHTS SCHOOL DIST 23	DWIGHT D EISENHOWER ELEM SCH	K 1 2 3 4 5
140160230	2005	PROSPECT HEIGHTS SCHOOL DIST 23	ANNE SULLIVAN ELEM SCHOOL	3 4 5
140160350	**2002**	**GLENCOE SCHOOL DIST 35**	**SOUTH ELEM SCHOOL**	**K 1 2**
140160350	2001	GLENCOE SCHOOL DIST 35	WEST SCHOOL	3 4
140160690	**2004**	**SKOKIE SCHOOL DIST 69**	**MADISON ELEM SCHOOL**	**PK K 1 2**
140160690	2001	SKOKIE SCHOOL DIST 69	THOMAS EDISON ELEM SCHOOL	3 4 5
140160740	**2004**	**LINCOLNWOOD SCHOOL DIST 74**	**TODD HALL ELEM SCHOOL**	**PK K 1 2**
140160740	2003	LINCOLNWOOD SCHOOL DIST 74	RUTLEDGE HALL ELEM SCHOOL	3 4 5
140160810	**2003**	**SCHILLER PARK SCHOOL DIST 81**	**WASHINGTON ELEM SCHOOL**	**K 1 2**
140160810	2001	SCHILLER PARK SCHOOL DIST 81	JOHN F KENNEDY ELEM SCHOOL	3 4 5
140160880	**2004**	**BELLWOOD SCHOOL DIST 88**	**LINCOLN PRIMARY SCHOOL**	**K 1 2***
140160925	**2003**	**WESTCHESTER SCHOOL DIST 92-5**	**WESTCHESTER PRIMARY SCHOOL**	**PK K 1 2**
140160925	2002	WESTCHESTER SCHOOL DIST 92-5	WESTCHESTER INTERMEDIATE SCH	3 4 5
140160990	**2007**	**CICERO SCHOOL DISTRICT 99**	**MCKINLEY ELEM SCHOOL**	**K 1 2***
14016113A	**2002**	**LEMONT-BROMBEREK CSD 113A**	**OAKWOOD SCHOOL**	**PK K 1 2**
14016113A	2001	LEMONT-BROMBEREK CSD 113A	BROMBEREK SCHOOL	3 4 5
14016113A	2003	LEMONT-BROMBEREK CSD 113A	CENTRAL SCHOOL	3 4 5
140161250	**2003**	**ATWOOD HEIGHTS DISTRICT 125**	**LAWN MANOR SCHOOL**	**PK K 1 2**
140161250	2004	ATWOOD HEIGHTS DISTRICT 125	MEADOW LANE SCHOOL	3 4 5
140161280	**2005**	**PALOS HEIGHTS SCHOOL DIST 128**	**NAVAJO HEIGHTS ELEM SCHOOL**	**K 1 2**
140161280	2002	PALOS HEIGHTS SCHOOL DIST 128	CHIPPEWA ELEM SCHOOL	3 4 5
140161300	**2012**	**COOK COUNTY SCHOOL DIST 130**	**NATHAN HALE PRIMARY SCHOOL**	**PK K 1 2***
140161320	**2003**	**CALUMET PUBLIC SCHOOLS DIST 132**	**BURR OAK ACADEMY**	**PK K 1 2**
140161320	2001	CALUMET PUBLIC SCHOOLS DIST 132	BURR OAK ELEM SCHOOL	3 4 5
140161450	**2004**	**ARBOR PARK SCHOOL DISTRICT 145**	**MORTON GINGERWOOD ELEM SCHOO**	**1 2**
140161450	2003	ARBOR PARK SCHOOL DISTRICT 145	SCARLET OAK ELEM SCHOOL	3 4
140161460	**2002**	**TINLEY PARK COMM CONS SCH DST 146**	**BERT H FULTON ELEM SCHOOL**	**PK K 1 2***
140161530	**2005**	**HOMEWOOD SCHOOL DISTRICT 153**	**WILLOW SCHOOL**	**PK K 1 2**
140161530	2002	HOMEWOOD SCHOOL DISTRICT 153	WINSTON CHURCHILL SCHOOL	3 4
140161550	**2002**	**CALUMET CITY SCHOOL DISTRICT 155**	**WILSON ELEMENTARY SCHOOL**	**K 1 2**
140161550	2004	CALUMET CITY SCHOOL DISTRICT 155	WENTWORTH INTERMEDIATE SCHOO	3 4 5
140161600	**2003**	**COUNTRY CLUB HILLS SCH DIST 160**	**ZENON J SYKUTA SCHOOL**	**PK K 1 2**
140161600	2004	COUNTRY CLUB HILLS SCH DIST 160	MEADOWVIEW SCHOOL	3 4 5
140161620	**2001**	**MATTESON ELEM SCHOOL DIST 162**	**ARCADIA ELEM SCHOOL**	**K 1 2**
140161620	**2005**	**MATTESON ELEM SCHOOL DIST 162**	**MATTESON ELEM SCHOOL**	**K 1 2**
140161620	2003	MATTESON ELEM SCHOOL DIST 162	INDIANA ELEM SCHOOL	3 4 5
140161620	2008	MATTESON ELEM SCHOOL DIST 162	SAUK ELEM SCHOOL	3 4 5

140161620	2009	MATTESON ELEM SCHOOL DIST 162	ILLINOIS SCHOOL	PK K 1 2 3 4 5 6 7
140161680	**2002**	**COMM CONS SCHOOL DIST 168**	**WAGONER ELEM SCHOOL**	**PK K 1 2**
140161680	2001	COMM CONS SCHOOL DIST 168	STRASSBURG ELEM SCHOOL	3 4 5
140161690	**2002**	**FORD HEIGHTS SCHOOL DISTRICT 169**	**MEDGAR EVERS PRIMARY**	**PK K 1 2**
140161690	2003	FORD HEIGHTS SCHOOL DISTRICT 169	TIDYE A PHILLIPS ELEM SCHOOL	3 4 5
150162990	**2857**	**CITY OF CHICAGO SCHOOL DIST 299**	**MUNOZ MARIN PRIMARY CENTER**	**PK K 1 2***
150162990	**2898**	**CITY OF CHICAGO SCHOOL DIST 299**	**ST ORTIZ DE DOMINGUEZ ELEM SCHO**	**PK K 1 2***
160194240	**2002**	**GENOA KINGSTON C U S DIST 424**	**DAVENPORT GRADE SCHOOL**	**PK K 1 2**
160194240	2004	GENOA KINGSTON C U S DIST 424	KINGSTON ELEMENTARY SCHOOL	3 4 5
170200150	**2003**	**CLINTON C U SCHOOL DIST 15**	**DOUGLAS ELEM SCHOOL**	**PK K 1 2**
170200150	**2005**	**CLINTON C U SCHOOL DIST 15**	**WASHINGTON ELEM SCHOOL**	**PK K 1 2**
170200150	2004	CLINTON C U SCHOOL DIST 15	LINCOLN ELEM SCHOOL	3 4 5
170200150	2006	CLINTON C U SCHOOL DIST 15	WEBSTER ELEM SCHOOL	PK 3 4 5
190220100	**2003**	**ITASCA SCHOOL DIST 10**	**RAYMOND BENSON PRIMARY SCHOO**	**PK K 1 2**
190220100	2002	ITASCA SCHOOL DIST 10	ELMER H FRANZEN INTERMEDIATE	3 4 5
190220110	**2002**	**MEDINAH SCHOOL DISTRICT 11**	**MEDINAH PRIMARY SCHOOL**	**K 1 2**
190220110	2001	MEDINAH SCHOOL DISTRICT 11	MEDINAH INTERMEDIATE SCHOOL	3 4 5
190220450	**2016**	**SCH DISTRICT 45 DUPAGE COUNTY**	**STEVENSON SCHOOL**	**PK K 1 2***
190220600	**2001**	**MAERCKER SCHOOL DISTRICT 60**	**HOLMES ELEM SCHOOL**	**PK K 1 2**
190220600	2002	MAERCKER SCHOOL DISTRICT 60	MAERCKER ELEM SCHOOL	3 4 5
190220660	**2002**	**CENTER CASS SCHOOL DIST 66**	**ELIZABETH IDE ELEM SCHOOL**	**PK K 1 2**
190220660	2004	CENTER CASS SCHOOL DIST 66	PRAIRIEVIEW ELEMENTARY SCHOO	3 4 5
190222020	**2005**	**LISLE C U SCH DIST 202**	**TATE WOODS ELEM SCHOOL**	**PK 1 2**
190222020	2004	LISLE C U SCH DIST 202	SCHIESHER ELEM SCHOOL	PK K 3 4 5
200830030	**2010**	**HARRISBURG C U SCHOOL DIST 3**	**WEST SIDE PRIMARY SCHOOL**	**PK K 1 2**
200830030	2009	HARRISBURG C U SCHOOL DIST 3	Y EAST SIDE INTERMEDIATE SCHOO	3 4 5 6
200933480	**2003**	**WABASH C U SCH DIST 348**	**SOUTH ELEM SCHOOL**	**PK K 1 2**
200933480	2005	WABASH C U SCH DIST 348	NORTH INTERMEDIATE CTR OF ED	PK 3 4 5
200961000	**2003**	**WAYNE CITY C U SCHOOL DIST 100**	**BERRY ATTENDANCE CENTER**	**1 2**
200961000	2005	WAYNE CITY C U SCHOOL DIST 100	WAYNE CITY ATTENDANCE CENTER	3 4 5 6 7 8
210281680	**2003**	**FRANKFORT COMM UNIT SCH DIST 168**	**DENNING ELEMENTARY SCHOOL**	**PK K 1 2**
210281680	2004	FRANKFORT COMM UNIT SCH DIST 168	FRANKFORT INTERMEDIATE SCHOO	3 4 5 6
24032024C	**2002**	**NETTLE CREEK C C SCH DIST 24C**	**ERIENNA ELEM SCHOOL**	**K 1 2**
24032024C	2001	NETTLE CREEK C C SCH DIST 24C	NETTLE CREEK ELEM SCHOOL	3 4 5 6 7 8
240470880	**2002**	**PLANO COMM UNIT SCHOOL DIST 88**	**P H MILLER ELEM SCHOOL**	**PK K 1 2**
240470880	2003	PLANO COMM UNIT SCHOOL DIST 88	CENTENNIAL ELEM SCHOOL	3 4 5
240471150	**2003**	**YORKVILLE COMM UNIT SCH DIST 115**	**YORKVILLE GRADE SCHOOL**	**PK K 1 2**
240471150	**2004**	**YORKVILLE COMM UNIT SCH DIST 115**	**BRISTOL GRADE SCHOOL**	**PK K 1 2**
240471150	2002	YORKVILLE COMM UNIT SCH DIST 115	CIRCLE CENTER INTERMEDIATE	3 4 5

280060990	**2001**	**SPRING VALLEY C C SCH DIST 99**	**RBER LINCOLN ELEMENTARY SCHOOL**	**K 1 2**
280060990	2002	SPRING VALLEY C C SCH DIST 99	JOHN F KENNEDY ELEM SCHOOL	PK 3 4 5 6 7 8
320380100	**2002**	**IROQUOIS WEST C U S DIST 10**	**IROQUOIS WEST ELEM SCHOOL/GI**	**K 1 2**
320380100	2003	IROQUOIS WEST C U S DIST 10	IROQUOIS WEST ELEM SCH/DANFO	PK 3
320460610	**2002**	**BRADLEY SCHOOL DIST 61**	**BRADLEY EAST ELEM SCHOOL**	**PK K 1 2**
320460610	2003	BRADLEY SCHOOL DIST 61	BRADLEY WEST ELEM SCHOOL	3 4 5
340490010	**2001**	**WINTHROP HARBOR SCHOOL DIST 1**	**R SPRING BLUFF ELEM SCHOOL**	**K 1 2**
340490010	2002	WINTHROP HARBOR SCHOOL DIST 1	R WESTFIELD SCHOOL	3 4 5
340490560	**2002**	**GURNEE SCHOOL DIST 56**	**SPAULDING ELEMENTARY SCHOOL**	**PK K 1 2**
340490560	2001	GURNEE SCHOOL DIST 56	O PLAINE SCHOOL	3 4 5
340490650	**2005**	**LAKE BLUFF ELEM SCHOOL DIST 65**	**EAST ELEM SCHOOL**	**K 1 2**
340490650	2001	LAKE BLUFF ELEM SCHOOL DIST 65	CENTRAL ELEM SCHOOL	3 4 5
340491030	**2002**	**LINCOLNSHIRE-PRAIRIEVIEW S D 103**	**LAURA B SPRAGUE SCHOOL**	**K 1 2**
340491030	2003	LINCOLNSHIRE-PRAIRIEVIEW S D 103	HALF DAY SCHOOL	3 4
350501240	**2004**	**PERU ELEM SCHOOL DISTRICT 124**	**ROOSEVELT ELEM SCHOOL**	**K 1 2**
350501240	2003	PERU ELEM SCHOOL DISTRICT 124	NORTHVIEW ELEM SCHOOL	PK 3 4 5
380540270	**2003**	**LINCOLN ELEM SCHOOL DIST 27**	**ADAMS ELEM SCHOOL**	**PK K 1 2***
380652020	**2003**	**PORTA COMM UNIT SCHOOL DIST 202**	**PETERSBURG ELEM SCHOOL**	**PK K 1 2**
380652020	2005	PORTA COMM UNIT SCHOOL DIST 202	TALLULA ELEM SCHOOL	PK K 1 2 3 4
380652020	2006	PORTA COMM UNIT SCHOOL DIST 202	PORTA CENTRAL	3 4 5 6
390550150	**2002**	**MERIDIAN COMM UNIT SCH DIST 15**	**MERIDIAN PRIMARY SCHOOL**	**PK K 1 2**
390550150	2001	MERIDIAN COMM UNIT SCH DIST 15	MERIDIAN INTERMEDIATE SCHOOL	PK 3 4 5
400560080	**2003**	**BUNKER HILL C U SCHOOL DIST 8**	**WOLF RIDGE EDUCATIONAL CENTE**	**PK K 1 2**
400560080	2002	BUNKER HILL C U SCHOOL DIST 8	MEISSNER ELEM SCHOOL	3 4 5 6 7 8
410570020	**2006**	**TRIAD COMM UNIT SCHOOL DIST 2**	**W S FREEMAN ELEM SCHOOL**	**PK 2**
410570020	2003	TRIAD COMM UNIT SCHOOL DIST 2	MARINE ELEM SCHOOL	K 1 2 3 4 5
410570020	2004	TRIAD COMM UNIT SCHOOL DIST 2	MOLDEN ELEMENTARY SCHOOL	3 4
410570020	2005	TRIAD COMM UNIT SCHOOL DIST 2	ST JACOB ELEM SCHOOL	PK K 1 2 3 4 5
410570070	**2004**	**EDWARDSVILLE C U SCHOOL DIST 7**	**LECLAIRE ELEM SCHOOL**	**PK K 1 2***
410570070	**2006**	**EDWARDSVILLE C U SCHOOL DIST 7**	**GLEN CARBON ELEM SCHOOL**	**PK K 1 2***
410570070	**2007**	**EDWARDSVILLE C U SCHOOL DIST 7**	**N O NELSON ELEM SCHOOL**	**PK K 1 2***
410570110	**2015**	**ALTON COMM UNIT SCHOOL DIST 11**	**LEWIS & CLARK ELEM SCHOOL**	**K 1 2***
410570110	**2019**	**ALTON COMM UNIT SCHOOL DIST 11**	**MARK TWAIN ELEM SCHOOL**	**K 1 2***
410570110	**2027**	**ALTON COMM UNIT SCHOOL DIST 11**	**J B JOHNSON ELEMENTARY SCHOO**	**K 1 2***
430785350	**2005**	**PUTNAM CO C U SCHOOL DIST 535**	**PUTNAM CO ELEM SCH-HOPKINS B**	**PK K 1 2**
430785350	2004	PUTNAM CO C U SCHOOL DIST 535	PUTNAM CO ELEM SCH-HENNEPIN	3 4 5
440630120	**2002**	**JOHNSBURG C U SCHOOL DIST 12**	**RINGWOOD SCHOOL PRIMARY CTR**	**PK K 1 2**
440630120	2001	JOHNSBURG C U SCHOOL DIST 12	JAMES C BUSH ELEM SCHOOL	3 4
440630500	**2004**	**HARVARD C U SCHOOL DIST 50**	**CENTRAL ELEM SCHOOL**	**2**

440630500	2003	HARVARD C U SCHOOL DIST 50	JEFFERSON ELEM SCHOOL	1 3 4
440631580	**2003**	**CONSOLIDATED SCHOOL DISTRICT 158**	**CHESAK ELEMENTARY SCHOOL**	**K 1 2**
440631580	2004	CONSOLIDATED SCHOOL DISTRICT 158	LEGGEE ELEMENTARY SCHOOL	K 1 2 3 4 5
440631580	2005	CONSOLIDATED SCHOOL DISTRICT 158	MARTIN ELEMENTARY SCHOOL	3 4 5
450670050	**2003**	**WATERLOO COMM UNIT SCH DIST 5**	**W J ZAHNOW ELEM SCHOOL**	**PK K 1 2**
450670050	2004	WATERLOO COMM UNIT SCH DIST 5	ROGERS ELEM SCHOOL	3 4 5
470712230	**2002**	**MERIDIAN C U SCH DIST 223**	**HIGHLAND ELEM SCHOOL**	**PK K 1 2**
470712230	2004	MERIDIAN C U SCH DIST 223	MONROE CENTER GRADE SCHOOL	PK K 3 4 5
470712260	**2003**	**BYRON COMM UNIT SCHOOL DIST 226**	**MARY MORGAN PRIMARY SCH**	**PK K 1 2**
470712260	2004	BYRON COMM UNIT SCHOOL DIST 226	MARY MORGAN ELEMENTARY SCH	3 4 5
480723210	**2004**	**IL VALLEY CENTRAL UNIT DIST 321**	**SOUTH ELEMENTARY SCHOOL**	**PK K 1 2**
480723210	2005	IL VALLEY CENTRAL UNIT DIST 321	MOSSVILLE ELEMENTARY SCHOOL	PK K 1 2 3 4 5 6 7 8
480723210	2008	IL VALLEY CENTRAL UNIT DIST 321	CHILLICOTHE ELEMENTARY CENTE	3 4 5 6 7 8
530900860	**2001**	**EAST PEORIA SCHOOL DISTRICT 86**	**ARMSTRONG-OAKVIEW ELEM SCHOO**	**K 1 2**
530900860	**2008**	**EAST PEORIA SCHOOL DISTRICT 86**	**DON D SHUTE ELEM SCHOOL**	**PK K 1 2**
530900860	**2010**	**EAST PEORIA SCHOOL DISTRICT 86**	**WOODROW WILSON ELEM SCHOOL**	**K 1 2**
530900860	2002	EAST PEORIA SCHOOL DISTRICT 86	P L BOLIN ELEM SCHOOL	3 4 5
530900860	2003	EAST PEORIA SCHOOL DISTRICT 86	GLENDALE ELEM SCHOOL	3 4 5
530900860	2005	EAST PEORIA SCHOOL DISTRICT 86	LINCOLN ELEM SCHOOL	3 4 5
540920110	**2003**	**HOOPESTON AREA C U SCH DIST 11**	**MAPLE ELEM SCHOOL**	**PK K 1 2**
540920110	2001	HOOPESTON AREA C U SCH DIST 11	HONEYWELL ELEM SCHOOL	3 4
550980060	**2002**	**MORRISON COMM UNIT SCH DIST 6**	**NORTHSIDE SCHOOL**	**K 1 2**
550980060	2003	MORRISON COMM UNIT SCH DIST 6	SOUTHSIDE SCHOOL	3 4 5
56099033C	**2001**	**HOMER COMM CONS SCH DIST 33C**	**LUTHER J SCHILLING SCHOOL NO**	**K 1 2**
56099033C	2003	HOMER COMM CONS SCH DIST 33C	GOODINGS GROVE SCHOOL	K 1 2 3 4 5
56099033C	2006	HOMER COMM CONS SCH DIST 33C	LUTHER J SCHILLING SCHOOL SO	3 4 5
56099033C	2007	HOMER COMM CONS SCH DIST 33C	WILLIAM J BUTLER SCHOOL	K 1 2 3 4 5
56099070C	**2002**	**LARAWAY C C SCHOOL DIST 70C**	**OAK VALLEY ELEM SCHOOL**	**PK K 1 2**
56099070C	2001	LARAWAY C C SCHOOL DIST 70C	LARAWAY ELEM SCHOOL	3 4 5 6 7 8

There are 94 schools with grade 2 as the highest grade.

***will feed into one of the district's many choices for grades 3 and up**

Attachment I

Guidelines to Verify Individual Student ISAT Scores; Verifying Individual Student Scores on the Illinois Alternate Assessment Score; Verification Reviews that Change School or District Results; Requests for Reprints of Writing Essays